

THE **MACMILLAN**
SPELLING
SERIES

4



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THE MACMILLAN SPELLING SERIES

THE MACMILLAN

GENERAL EDITOR: GEORGE E. FLOWER, Ontario College of Education

AUTHORS: GORDON F. MANN, Inspector of Public Schools, Windsor,
Ontario

ROBERT F. BORNHOLD

K. H. D. HALL, Superintendent of Public Schools, East
York, Ontario

SYBIL F. SHACK, Principal, Lord Roberts School,
Winnipeg, Manitoba

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SPELLING SERIES

4



THE MACMILLAN COMPANY OF CANADA LIMITED

TO THE TEACHER

The aim of instruction in spelling is to bring each pupil to the point where he spells correctly each word he writes. The seven books of the Macmillan Spelling Series, based on extensive research, are therefore designed to:

- Teach pupils automatic mastery of the words which they need to use in writing.
- Develop ability to spell correctly in all written work in and out of school, not just words in lists in spelling periods.
- Help pupils to acquire an efficient method of studying and mastering words.
- Develop self-dependence in spelling, in terms of ability to locate correct spellings and to check the accuracy of spelling.
- Develop pride and interest in spelling correctly.

This book consists of forty units, including seven review units. Three hundred and eight words are listed, of the total basic list for the entire series of 2240. The words selected are those most frequently written by children: the basic list provides for about ninety-five per cent of the average pupil's needs. The words are grouped in such fashion as to aid learning and to allow for the development of spelling power well beyond the basic list through word analysis and word building. Since pupils vary widely in spelling aptitude and achievement, extra words for good spellers have been added from time to time, as well as special activities for poor and for good spellers in each review unit. Where extra words are listed in a unit, they appear in a separate colour block. Repeated attention is given to approximately 300 words which account for the great majority of all spelling errors.

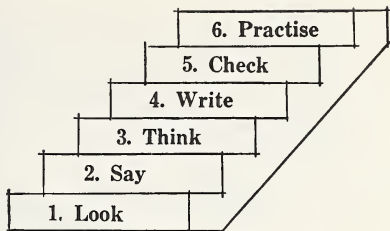
A Teachers' Edition of each book in this series is available. This consists of the Pupil Edition, with interleaved pages of suggestions to teachers. Included, unit by unit, are such aids as guides for teaching and re-teaching difficult words, background material on the teaching of spelling, additional exercises for good spellers and for poor spellers, and further suggestions for relating spelling to other parts of the language arts programme.

No textbook can be an adequate substitute for a capable and imaginative teacher. The Teachers' Edition is meant to assist you in your vital work of teaching spelling as an essential communications skill.

The symbol (†) is used in the word lists beginning on page 101 to mark words that have alternative spellings. The alternative spellings and the page numbers of the words are provided on page 108.

TO THE PUPIL

HOW TO STUDY A WORD



Follow these six steps in learning to spell a word:

1. **Look** at the word.
 - Look at it from left to right.
 - Look at the letters from left to right.
2. **Say** the word.
 - Say the word carefully.
 - Say the letters to yourself.
3. **Think** about the word.
 - Does it look like or sound like any other word you know?
 - Close your eyes. Try to remember what the word looks like.
4. **Write** the word.
5. **Check** how you spelled it.
 - Did you get it right?
 - If not, look for the part of the word that was hard for you. Write the word correctly.
6. **Practise** spelling the word.
 - Start again at step 1, until you are sure that you can spell the word correctly.
 - Write a sentence using the word. Check the spelling in the sentence.

VOWELS AND CONSONANTS



fox	creek	word	rice	deep	race
rather	feel	picnic	gather	worm	fix
chin		thin	pile	shake	

The letters of the alphabet are either vowels or consonants. A E I O U and sometimes Y are **vowels**. All the other letters are **consonants**.

To spell you must know the letters of the alphabet by name. You must also be able to write them correctly.

- Write all the consonants in the alphabet between **a** and **m**.
 - Write the vowels between **a** and **m**.
 - Write the consonants between **n** and **z** in alphabetical order.
 - Write the vowels between **n** and **z** in alphabetical order.
- Which words in the list end with a consonant which represents the two consonant sounds **ks**?
 - Write these two words again. After each write the letter which spells the vowel sound. Are the vowels long or short?

- c. Write two other words from the list which are spelled the same except for the middle vowel. Are the vowels in these words long or short?
3. a. Two of the words are spelled the same except for a different consonant at the end. Write the words.
b. Write the two words which rhyme. Underline the rhyming parts.
c. Write in alphabetical order: **gather, creek, fix, deep.**
d. Write **word**. Make new words by changing the **d** to **k**, then to **th**. Use this last new word to explain the value of a fox.
4. a. Which word has a rhyme within itself?
b. Which word has two **short i** sounds?
c. Write the words which use **ee** to spell the **long ē** sound.
d. Write the words which use silent **e** at the end to make the middle vowel long.
5. **What word am I?**
a. People call me sly. They breed me for my valuable fur.
b. The robins pull me out of the ground to feed their young.
c. I am an outdoor party. Children love me.
d. I have banks and a mouth, but I am not quite as important as a river.
6. If you were to go on a picnic, what kind of a place would you choose? What things would you like to do? Write a story about your picnic.

PROOF-READ YOUR STORY CAREFULLY.

ALL YOUR WORK SHOULD BE NEATLY AND
CAREFULLY WRITTEN.

KEEPING A RECORD

Keep a list of the words you find hard to spell. This list should show the correct spelling of words you may have misspelled in your lessons. Underline the parts of a word which you found hard to remember.

WORD PICTURES



The *picture-writing* at the top of this page is in the language of the people of ancient Egypt. Every picture stood for an idea or a thing.

As time passed, the pictures became the letters of an alphabet. Our English letters are pictures of sounds. When we spell, we put the sound pictures together to make written words.

It took many hours for the Egyptians of long ago to draw their picture stories on stone or on papyrus. Today we can write our wonderful English language quickly and easily thanks to the development of the alphabet.

age	passed	stood	written
language	spell	sound	stone
hour	wonderful	date	drew

strange queer

1.
 - a. Write three words from the list which are also in the story.
 - b. Write two spelling words which are in the story in their plural forms.
 - c. Is the story about written language or about spoken language?
2.
 - a. Write age. Write the word which ends with the three letters of age.

- b. Make three new words by adding consonants to the beginning of **age**.
 - c. Write two words which begin with silent letters. Circle the silent letters.
 - d. Write three words in which silent **e** at the end makes the preceding vowel long.
3. Write each of these sentences so that the story it tells happened long ago; e.g., I **stand** near the house. I **stood** near the house.
- a. An hour **passes** quickly.
 - b. I **draw** the pictures on stone.
 - c. The fox **stands** without a sound.
4. a. **dr** is a consonant blend. Write the word that begins with **dr**. Use this word in two ways to show two different meanings.
- b. **st**, **gr** and **fl** are also consonant blends. Change the **dr** in **drew** to **st**, **gr** and **fl**.
5. a. Write the words in the list that are formed from the words **write** and **wonder**.
- b. Add the endings **ing** and **er** to **spell**.
6. a. Write two words which have the letters **ou** together.
- b. Write all the words in the list that have double letters. Draw a line under the double letters in each word.

Where did we get our words?

In a large dictionary you may find this beside the word **language**:

language (L lingua).

The letter **L** tells you that the word **language** was **taken** or **derived** from the Latin word **lingua** meaning **tongue**. You may have heard people say that we speak the English tongue. They mean that we speak the English language. We call this the **derivation** of the word **language**. Many of our words have interesting derivations.

SINGULAR AND PLURAL

cabin	address	pocket	glass
captain	dollar	season	brush
rock	beach	cousin	watch

block	porch	ditches	push
-------	-------	---------	------

1. a.

cabin
cabins

Most words are made **plural** by adding **s**. Write these words: **dollar, rock, cabin, captain**. Write each word again in its plural form.

b. Look at these words:

watch
watches

glass
glasses

brush
brushes

What letters are added to the **singular** forms of these words to make them **plural**? Could you pronounce the plurals of **watch, glass, brush**, if only **s** were added?

Why is the ending **es** used to form the plurals of these words?

Words ending in ch, ss, sh form the plural by adding es .

c. Write **address, beach, brush**. Now write the plural forms of these words.

2. a. Write these words in a column: **cousin, pocket, watch, glass, season**. Beside each word write its plural.
- b. Write a word from the list that has two sets of double letters. Circle each pair of double letters.
- c. Write a word from the list that has a silent letter. Underline the silent letter.

d. Write the word in which you see spelled the word **each**. Make two new words by changing the first letter of this word. Tell something about each of these words, using the word in your sentence.

3. a. Write this sentence and underline the spelling words:

Bob wrote to his cousin at a new address.

b. Write sentences using each of these groups of words. You may use either the singular or plural forms.

1. captain, glasses;
2. watches, pocket, dollar;
3. cabin, beach, season.

4. **Some riddles.** (The answers are in the word list.)

a. What begins with an advertisement, ends with a piece of clothing, and tells where to send a letter?


b. The first half is salt water, the second a child. Together, it is a time of the year. What is it?


c. It's sand and water and a good place to swim. What is it?


d. It's worth as much divided into 100 pieces as it is all in one piece. What is it?

e. Who is your uncle's son, your father's nephew and your grandmother's grandson?

5. Answer these letter-picture puzzles:

a.  + tain =

b. ad +  =

c.  + ar =

KEEPING YOUR OWN WORD LIST

Start keeping a list of words you often use in Social Studies, Science, Arithmetic, and other lessons.

Make sure you have the correct spelling of every word.

SYLLABLES

One-syllable word	Two-syllable word
pond	plen / ty plenty

Say **pond** to yourself. How many vowel sounds has it?

Pond is a **one-syllable** word because you hear only one vowel sound.

Now say **plenty** to yourself. How many vowel sounds do you hear?

Plenty is a **two-syllable** word because you hear two vowel sounds.

How many vowel sounds has **sparrow**? How many syllables has **sparrow**?

- Always remember to write the whole word after you have written it in syllables.

bottom

hid

happen

wing

arrow

pond

plenty

sparrow

island

hurry

follow

pasture

wolf

salt

art

subject

- Write all the **one-syllable** words in the list.
- Sparrow** is divided into syllables like this: **spar / row**. Divide **follow** into syllables. Write a rule for dividing two-syllable words with a double consonant in the middle.
 - Write these words in syllables, and after each write the whole word: **hurry, sparrow, arrow, follow, bottom**. Use your dictionary to find out whether you have divided the words correctly.

3. a. **Plenty** is divided into syllables like this: **plen/ty**. Write **pasture** in syllables. Write a rule which is often true for words which have two consonants coming between two vowels.
- b. Write **plenty** and **island** in syllables and then as whole words. Use your dictionary to check whether you have divided the words correctly.
- c. If you were writing a story and did not have enough space at the end of a line to finish writing **plenty**, **happen**, **bottom**, how would you divide each of these words?
- d. If you did not have enough space at the end of a line to write a one-syllable word, what would you have to do?
4. Write the word which:
- a. means the opposite of **top**.
- b. is the name of a very small lake.
- c. means a piece of land with water all around it.
- d. names a place where cattle feed.
- e. means **enough**.
- f. is the name of an animal.
5. a. Add **ing** to **follow**, **happen** and **hurry**.
- b. Write the word which has a silent **s**. Draw a ring around **s**.
- c. Write **wolf**. Write the plural of **wolf**. Remember to change **f** to **v** and add **es**.
- 6.



Write a short story about this picture. What has the boy just done? What is going to happen next? **BE SURE TO PROOF-READ YOUR WORK CAREFULLY.**

ADDING THE SUFFIXES ER AND ING ABBREVIATIONS

paint

lock

October
(Oct.)

build

dining

address

number (no.)

avenue
(Ave.)

Saturday
(Sat.)

drive

street (St.)

bought

ought

garage

furniture

arrived



Saturday, Oct. 1, 1961

1. Answer these questions about the picture.

- a. On what date was the picture taken?
- b. On what corner is the house standing?
- c. What was in the tin can under the ladder?
- d. What is the house number?
- e. What is the painter looking at?
Why?

2. Write the word in which you see the word **ought**. Draw a line under **ought** in the word you write.

3. Write the word which means:

- a. a day of the week.
- b. a month of the year.

4.



This is paint. This is a painter. He is painting the wall.

- **paint** is a **root** word.
- **painter** and **painting** are made by adding the suffix **er** or **ing** to the **root** word **paint**.

- a. Write these words: **lock**, **build**, **paint**. Add the suffix **er**.
- b. Now add the suffix **ing**.

5.



The family is
ready to **dine**.

This is the **diner**
on the train.

This is a
dining room.

- a. What is the root word of **dining** and **diner**? Usually when the **root** word ends in silent **e** you drop the silent **e** before adding **er** or **ing**.
- b. Write **drive**. Write **drive** again with the suffix **er** added. Add the suffix **ing** to **drive**.
- c. Write **dining**. Write the words you make when you change the **d** to **sh**, **m**, **l**.

6.
 - **Sat.** is the **abbreviation** or short form for **Saturday**.
 - Always remember that abbreviations **end** with a **period**.
- a. In a column write **October**, **Avenue**, **Street**.
- b. Opposite each write its abbreviation.
- c. Write the following using abbreviations you know:

Miss Betty Smith,	531 Park Street,
923 Rockwell Avenue,	Sarnia, Ontario,
Winnipeg, Manitoba.	October 14, 1960.
- d. Using abbreviations, address an envelope to yourself.

LOOKING BACK — REVIEW



You may find this figure of an albatross on an airman's uniform. An albatross is a bird that can fly a very great distance.

Do you see that the albatross on the airman's uniform is looking backward? Airmen know that they must often look back to make sure there is no danger.

This unit helps you to look back at the words you have studied. By looking back at, or **reviewing**, these words, you make sure there is less danger of spelling incorrectly.

1	2	3	4
season	build	wonderful	sparrow
passed	language	written	bought
hour	sound	island	dining
drive	drew	watch	October
cousin	avenue	beach	stood
address	captain	wing	dollar
			Saturday

1. a. Write the letters of the alphabet on a line across your page. Make sure you have all the letters in their correct order.
- b. Look at the first letter of each word in Column 1. In what order are the words in Column 1 listed? Write the words in alphabetical order, beginning with **address**.

c.

watch
wonderful

Watch and **wonderful** are in alphabetical order. How do you put in alphabetical order words that begin with the same letter?

d. Write in alphabetical order the words in Column 3 which begin with **w**.

e. Write in alphabetical order the words in Column 4 which begin with **s**.

2. a. Use **watch** in two different ways to show that you know two meanings for it.

b. Do the same for **sound**.

c. Write the words from the list which are the names of a month and of a day of the week. Write the abbreviation beside each name.

3. a. Make a new word by adding **ing** to **season**. What does this new word mean? Use your dictionary to check the meaning.

b. Write all the words from the list which have a **long ī** sound.

c. Write the words which have:

a silent **u** before **i**,

the letter combination **gu**,

the letter combination **gh**,

t before **ch**,

silent **w**,

ea sounding **long ē**.

4. **Puzzles for fun** (Answers in the word list.)

a. There is water all around me, but the end of me is **land**.

b. You'll find me on an insect and an aeroplane and an angel.

c. I'm made up of words, words, words.



5. Pretend you are captain of a boat that was wrecked. You are all alone on a desert island. Tell what happened to you, and how you felt about it.

Study and practise the words in your own word list.



Extra Help

1. Write a word from the list which is:
 - a. the name of the tenth month of the year.
 - b. the name of the last day of the week.
 - c. the relationship to you of your aunt's son.
 - d. one hundred cents.
 - e. a little bird.
2.
 - a. Write the words in which you find these letter combinations: **ui**, **tch**, **ew**, **ain**, **gu**. Underline the combinations.
 - b. Write all the words which have double consonants. Circle the double consonants.
 - c. Write two words which have a silent letter at the beginning. Underline the silent letter.
 - d. Write three words which have silent **e** at the end. Describe what the purpose of the silent **e** is in each word.
3.
 - a. Write **sound** and after it another word which has the same sound for **ou**.
 - b. Write two words which have different sounds for **ou**.
4. Here are some scrambled syllables. Put the syllables in the proper order and write the words.

a. son sea,	c. ing din,	e. ur day Sat,
b. gar su,	d. Oc ber to,	f. der ful won.

5. Answer these questions, using the words in bold type in your answers:

- a. Where did you buy your **watch**?
- b. Where does his **cousin** live?
- c. What date is the first **Saturday** in **October**?
- d. In what **language** is the book **written**?

For Good Spellers

1. Make a chart like this showing as many countries as you can with the name of the language spoken by the people. Check your spelling in a dictionary.

country	language
Egypt	Egyptian

2. a. The word **salt** is derived from the same word as **salary**. Using a dictionary or encyclopedia, discover the meaning of the expression: **He is not worth his salt**.
b. Find other words in which **salt** appears.
c. **Salt** is a **seasoning**. List the names of three or four other seasonings.
3. Discover the derivation of the word **Saturday**. Other days of the week have interesting derivations. Find these for your class. An encyclopedia or large dictionary will help you.
4. **Cousin** is the title of a relative. How would the following people be related to you?
 - a. Your older brother's wife.
 - b. Your mother's sister's child.
 - c. Your grandmother's brother.
 - d. Your grandfather's father.
5. a. A **watch** is used for measuring time. Write the names of three other instruments used for measuring time.
b. **Captain** is the title of an officer in the army. Write the titles of two other army officers. Use the dictionary to check the spelling of these words.

CHECKING THE NEWS (PROOF-READING)

FIRE DAMAGES
DEPARTMENT
STORE

Fire broke out just before noon today in the basement of Barton's Department Store on Main Street.

The cause of the blaze is not yet known.

One woman was injured and several people had to be carried to safety.

The company manager was not sure how much damage was done.

In newspapers everything is proof-read before it is printed. This is to avoid mistakes.

Be sure to proof-read everything you write.

Check that:

1. You have not left out any words.
2. You have spelled every word correctly.
3. You have used the right punctuation and capital letters.
4. Your handwriting is neat and easy to read.

basement

carried

carry

company

lady

sure

know

known

several

tries

noon

broken

frozen

matches

cellar

1. a.

carried

The root word for **carried** is **carry**. Note what happened to **y** when **ed** was added.

Write **carry** and then the word it becomes when **ed** is added.

b. Write **tries**. What is the root word of **tries**?

c. Write **lady**. What happens when you add **es** to **lady**? Write the plural of **lady**.

d. Write **company**. Write the plural of **company**.

2. Write words from the list which mean:
- the opposite of midnight
 - quite a few
 - the part of a house which is farthest from the attic
 - attempts
 - certain
3. a. Write the word which begins with a silent **k** and ends in **n**. What is the root word from which it is formed?
 b. Which word in the list is formed from the word **broke**?
 c. Write a question using the word.
4. Answer these questions by writing either **I am sure**, or **I am not sure**.
- a. Are you sure the earth is round?
 - b. Are you sure the sun will rise tomorrow?
 - c. Are you sure it will rain tomorrow?
5. a. Write **several** after the number of the word which is the name of something made up of several parts; e.g., 1. **several** (1) dozen, (2) flock, (3) bird, (4) team.
 b. Write **company** after each number that gives a meaning of company; e.g., 2. **company**.
 (1) manager, (2) a business firm with more than one owner, (3) guests in your house, (4) the crew of a ship.



6. Imagine you are a newspaper reporter. Write a story about the fire you see in the picture. **BE SURE TO PROOF-READ YOUR STORY.**

SPELLING AND ARITHMETIC

arithmetic
fifteen
market
half
forty
cheese
twelve
fresh
dime
penny
fifty
cost

carrots
pound
quarter
cents
nickel

Shop and Save
at
Brown's Food Market
Special this week —

Bread 22¢ loaf 2 loaves 40¢	Carrots 10¢ bunch 3 for 25¢	Fresh Grade A Eggs 49¢ dozen	Cheese 58¢ pound
--------------------------------------	--------------------------------------	--	------------------------

When you write numbers in words, you often have to use the hyphen (-) between the parts of the number. For example, 42 is written **forty-two**.

1. Read the advertisement for Brown's Food Market. Answer these questions, writing in words any numbers you use. Remember to put in hyphens where they are needed.

- What would you pay for two loaves of bread?
- What is the cost of twelve eggs?
- How much does a pound of cheese cost?
- What can you buy for one dime?

2. a. Write the following numbers in words:

15, 12, 50, 40, 44, $\frac{1}{2}$.

- Write **penny**. Remember what happens to y when you add es. Write the plural of **penny**.

3. Answer these questions, using the words in bold type in your answer:

- a. How many **pennies** are there in a **dime**?
- b. How many nickels are there in a **dime**?

4. a. Work out the answer for this problem and then write a statement about it:

If one dozen eggs costs forty-two cents, what is the cost of three dozen?

b. Using the advertisement on page 22 make up a problem about the cost of cheese like the one in Ex. a. Write the answer.

5. Write the heading **Arithmetic** on your page. Under this heading answer the following questions in complete sentences.

- a. One penny is what part of two pennies?
- b. A nickel is what part of a dime?
- c. How many dimes make a half-dollar?
- d. Fifty cents is what part of a dollar?
- e. How much is left of fifty cents when you spend a dime?
- f. Fifteen and five are half of what number?
- g. How many inches are there in a foot?
- h. How many pennies are there in a nickel?

6. Write the following words in syllables. After each divided word, write the complete word. Example: **fif**/**ty**, **fifty**. Look back to Unit 4 if you need help.

market

fifteen

penny

forty

ANOTHER WORD STORY

The word **dime** comes from the Latin word which means **ten**. What is the relationship in meaning?

REMEMBER TO KEEP YOUR OWN SPECIAL LIST OF
SPELLING WORDS.

WORDS IN TRAVEL



wheel

years

useful

off

traveller

team

tunnel

station

bus

covered

history

elephant

buried

taxi

carriage

journey

1. Answer these questions about the pictures:
 - a. On what animal is the man riding?
 - b. What has happened to the wheel of the ox-cart?
 - c. What kind of wagon is being pulled by a team of horses?
 - d. What has the train just passed through?
 - e. Where does a traveller go to take a train?
2.
 - a. Write **elephant**. Underline the letters that have the sound of f.
 - b. Write the root word from which **traveller** is made. What ending is added to this root word to make **traveller**?
 - c. Use **traveller** and **bus** in one sentence, to describe something that could happen to you.

SOME VOWEL PARTNERS

a i

beat	speak	juice	died
------	-------	-------	------

e a

load	raise	reach	
laid	true	coast	tries

o a

rear	reason	toes	braids
------	--------	------	--------

u i

Look at the vowel partners in these words. Is the first vowel of each pair long or short?

u e

What do you notice about the second vowel in each pair? Write the rule which is true for the vowel partners in these words.

Oa is a hard combination to write.
Be careful of your handwriting.

1. a. Make a chart like this, and in each column write the words that contain the vowel partners written at the top of the column.

ai	ea	oa	ue	ui

- b. Underline the sounded vowel and circle the silent vowel in each word.
2. a. From the list write words which rhyme with:
cries, beach, blue.
- b. Coast and raise both have at least two meanings. Use these two words to show two meanings for each of them.
- c. Write I speak. Write the form you would use with she.

3. Tell whether these statements are true or not by writing **true** or **not true** after the letter for each statement.

- a. The moon is bigger than the sun.
- b. Every day is a holiday.
- c. I want to be a good speller.

4. **Making words**

- a. Make new words by substituting a different set of vowel partners in each of these words: **beat**, **lead**.
- b. Form three new words by changing the first consonant of **beat**.
- c. Build new words by changing the second **d** of **died** to **s** and the **s** of **tries** to **d**.
- d. Make a new word by dropping **e** of **juice** and adding **y**.
- e. Make a new word by writing **p** in front of **raise**.

5. **Matching meanings**

Write the words below, and opposite each write the letter of the phrase in the second column which gives the correct meaning.

beat

tries

reach

speak

juice

a. liquid part of fruit

b. hold conversation

c. attempts

d. hit hard repeatedly

e. arrive at

6. **Word fun**

What word is it?

- a. If you change the last letter for a pair of consonants it rhymes with another word in the list.
- b. It's a good idea to think before you do it.
- c. This is found along the edge of the sea or ocean.

**FOLLOW THE STUDY STEPS ON PAGE 5
TO MAKE SURE YOU LEARN THE WORDS
THOROUGHLY.**



WORDS WITH MORE THAN ONE MEANING

trunk

1. Mother helped pack my **trunk** for camp.
2. The elephant picks up peanuts with his **trunk**.
3. The long, thick part of a tree is called the **trunk**.

REMEMBER

The **spelling** is the same. The **meaning** is different.
The **pronunciation** is sometimes different.

trunk

colour

charge

bowl

minute

band

period

bow

pupil

chief

blow

track

pipe

trick

post



bowl

bow

band

1. Write a question about each picture. Use the word with the meaning that is shown by the picture.
2. Use each of the words in bold type to show its other meaning. Use your dictionary if you need it.
 - a. They were afraid the Indians would **charge** the fort.
 - b. We have an art **period** on Tuesday.

- c. Colour the girl's dress red.
- d. The hunter saw the fox's **track** in the snow.
- e. Bill is a **pupil** in Mrs. Green's class.
3. a. Write **minute**. Use your dictionary to find two different pronunciations for **minute**. On which syllable does the accent fall when **minute** means **very small**?
- b. Add s to **minute**. You now have another word which also has two meanings. Use **minutes** to mean the **record of a meeting**.
- c. Write a sentence showing the meaning of **bow** when it is pronounced so as to rhyme with **how**.
4. a. Write the two words from the list which use exactly the same letters arranged in different order.
- b. Write three words which spell **long o** by using **ow**.
- c. Write two words which begin with the consonant blend **tr**. Make two new words by changing the consonant blends in each word.
5. Answer these questions. In the answer use the word beside the question.
- a. Will the wind blow from the north tomorrow? (blow)
- b. Was the boy knocked out when he was hit? (blow)
- c. Who was the head of the Indian tribe? (chief)
- d. Was your eye damaged in the accident? (pupil)
6. Here is a famous limerick by Edward Lear:
- There was an old man with a beard,
Who said, "It is just as I feared!—
Two owls and a hen,
Four larks and a wren,
Have all built their nests in my beard!"
- Write a limerick of your own beginning with this line:
- There was an old Indian chief . . .
- Make it as funny as you can. Watch for the rhymes.

PRACTICE MAKES PERFECT



You have to practise to do a perfect headstand. Practice makes perfect in spelling, too.

1. a. Write all the words which begin with **co**. Write them again in alphabetical order. Remember to look at the third letter of each word.

b. Write **address**. After it arrange in alphabetical order the words in the list which you would find in the dictionary between **address** and **captain**.

covered	company
sure	speak
written	several
address	half
carried	died
forty	off
tries	cousin
bought	arithmetic
laid	minute
October	colour
passed	captain
hour	Saturday

2. Write:

a. two words which measure time.

b. the two words spelled with capital letters. Write the abbreviation for each of these words.

c. the word which has two sets of double consonants.

d. the name of a subject studied at school.

e. the number which means four 10's.

f. three words which end in **ed**.

3. a. Which words from the list are **opposite** in meaning to: **be silent, sold, on, lived**?

b. Which words mean the same as: **1/60 of an hour, 60 minutes, attempts, a number of**?

c. Which words are **pronounced the same** as the following words: **past, dyed, our**?

d. Which words **rhyme** with **cries, pure, paid, ought**?

4. a. Write a question using **written** and **address**.
 b. Use **address** in a sentence showing a different meaning for the word.
5. **Little puzzles**
 - a. Find and write four words all using **ou** but having different pronunciations for the combination.
 - b. Find the word which is a large fraction of something.
 - c. Find the word which means either **very small** or a **measurement of time**.
 - d. Find the word which describes either the most important man on a ship, or the head of a team.

STUDY AND PRACTISE THE WORDS IN YOUR OWN SPELLING LIST.

Extra Help

1. a. Write **half**. Circle the silent letter in this word.
 b. Write two words in the list which **begin** with silent letters.

2.

A	B
<div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;">cap</div> <div style="margin-right: 10px;">cous</div> <div style="margin-right: 10px;">ad</div> <div style="margin-right: 10px;">for</div> <div style="margin-right: 10px;">writ</div> <div style="margin-right: 10px;">col</div> <div>min</div> </div>	<div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;">ute</div> <div style="margin-right: 10px;">our</div> <div style="margin-right: 10px;">dress</div> <div style="margin-right: 10px;">in</div> <div style="margin-right: 10px;">ty</div> <div style="margin-right: 10px;">ten</div> <div>tain</div> </div>

Match the first syllables in box A with the last syllables in box B. Write the words.

3. a. Write **died** and **off**. Write all the words from the list which would come between **died** and **off** if arranged in alphabetical order.

- b. Arrange in alphabetical order all the words which begin with **s**.
- c. Arrange in alphabetical order the words which begin with **a** and **b**.
4. a. Write **cousin** after the number of the words which describe a cousin.
- (1) your uncle's son, (2) your aunt's daughter,
(3) your father's brother's child, (4) your grandmother's son.
- b. Write in words the correct answers to these arithmetic questions:
- (1) Five is what part of ten?
(2) $8 \times 5 =$
(3) How long is the period of time from 12.59 to one o'clock?
5. Write:
- a. Two words with the long **a** sound.
b. A word with the same last syllable as **mountain**.
c. The opposite of **uncovered**.
d. The singular form of **companies**.
e. Two words with different sounds for the combination **our**.
f. A word with silent **gh**.
6. **Word games**
- What am I?
- a. My beginning means the opposite of **stood** and my end is 24 hours long.
b. My beginning is like the beginning of **trick** and my end rhymes with **dies**, but I am a good word just the same.
c. I share **ber** with my neighbours September and November.
d. Chop off my last three letters and add **n** instead. You'll have a lucky number.

For Good Spellers

1. a. **arithmetic** How many words can you make using the letters in the word **arithmetic**? Only words contained in a dictionary may be counted.
b. Ten, twenty, — finish counting by tens to 100. Write the numbers in words.
c. Copy these fractions and beside each one write the fraction in words: $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$
2. a. Write as many words as you can think of that have to do with measuring time. When you have finished put them in order, smallest to largest, according to their meaning, e.g. second, minute, etc.
b. **several** Six pupils had perfect marks on the test.
Several pupils had perfect marks on the test. **Six** tells **exactly** how many pupils had perfect marks. **Several** is a word which does not tell **exactly** how many. Do you know any other words like **several** which do not tell the exact quantity? **Some** and **few** are examples. Write two or three more words like these.
3. a. **October** — the tenth month of the year — is derived from the Latin word **octo** meaning **eight**. Look in an encyclopedia or very large dictionary to find out why the **tenth** month of the year should have its name derived from **eight**.
b. Write **November** and **December**. Which Latin numbers are they derived from?
4. a. Name all the subjects you study in school.
b. Write **red**, **blue**, **green**, at the head of three columns. Under each write the colours from this list which are most closely related to red, blue or green:
 cerise, sky, powder, lime, fuchsia,
 turquoise, olive.

CHRISTMAS MORNING

o'clock
 wakened
 middle
 feast
 past
 Christmas
 holiday
 except
 woke
 slept
 believe
 hang

decoration
 hung
 chimney
 lamb



Answer these questions about the picture.
 Remember to check your spelling carefully.

1.
 - a. What time is it?
 - b. Why won't the children go to school on this morning?
 - c. What holiday are they celebrating?
 - d. What time did the children waken?
2.
 - a. Write two words from the list that are formed from the root word **wake**.
 - b. Write a word made from the root word **sleep**.
 - c. Write the word which ends with **day**.
3. Write a word from the list
 - a. which has the **same** meaning as **centre**.
 - b. which means the **opposite** of **slept**.
 - c. which is a short way of saying "of the clock".

4. a. Write in words the time shown on these clocks:

(1)



(2)



(3)



- b. What time does school begin in the morning?
- c. What time do you reach home after school?
5. a. Write **woke** and **hang**. Make new words by changing the vowels in these words.
- b. Make new words by adding **er** and **ing** to **hang**.
- c. Write the two words which rhyme.
- d. Write **middle**. Make two new words by changing the vowel. Use one of these words in a sentence which gives an order.
- e. Which two words end in **st**?
6. Answer these questions, **I believe this** or **I do not believe this**.
- a. All children are good spellers.
- b. Reading is interesting.
- c. There are human beings on the moon.
7. Pretend you are the girl or boy in the picture. Write a story about Christmas morning in your home or any other exciting day in the year. Be sure to tell how you feel about the special events of the day.

Remember to proof-read your story.



USING THE APOSTROPHE



it's	don't	cannot	all right
can't	didn't	break	climb
isn't	won't	right	busy

The dog **cannot** climb the tree.

The dog **can't** climb the tree.

In talking, we sometimes make one word out of two to make a shorter form. To do this we leave out the sound of some of the letters. These words are called **contractions**.

When we write contractions we use an apostrophe (') in place of the missing letter or letters.

Study the following:

cannot
can't

is not
isn't

it is
it's

did not
didn't

- Write the contractions for **will not** and **do not**. Remember to put the apostrophe where needed.
 - Write these sentences using contractions in place of the words in bold type.
 - He **did not** finish painting the wall.
 - It is** time to begin the lesson.
 - That story **is not** true.
 - The baby **cannot** reach the cookies.
- Write these sentences using a contraction to give them the opposite meaning:
 - It is going to rain.
 - The race is finished.
 - You can do that question.
 - He did shut the door.

3. Answer these questions using one of the contractions and the word in bold type in every answer:

- a. Is it **all right** to go to the movies tonight?
- b. Did you have all the **arithmetic** right this morning?
- c. Can you **climb** a mountain alone?
- d. Will you be at home at 10 **o'clock** this morning?

4. Find and write

- a. the word in which **u** is pronounced **short ǘ**,
- b. two words which are used as one,
- c. the opposite of **wrong**,
- d. the word in which **ea** is pronounced **long ā**,
- e. the word with a silent letter at the end.

5. Write the letters **a, b, c**, in a column on your paper. Opposite each indicate whether the statement is **right** or **isn't right**; e.g.,
a. It isn't right.

- a. It's right to cross the street on a red light.
- b. It's right to read clearly and distinctly.
- c. It's right to break windows.

6. Write the letters **a, b, c**, on your paper. Then write **busy** or **not busy** after each letter:

- a. man washing windows, b. mother sweeping the floor,
- c. baby sleeping in a crib.

7. Write the words in the first column. After each write the letter of the meaning which comes closest to being correct. There are more meanings than words.

- | | |
|-----------|--------------------|
| busy | a. are not able to |
| can't | b. very well |
| climb | c. smash |
| all right | d. go up |
| break | e. occupied |
| | f. will not |

COMPOUND WORDS

Many English words were once made up of two or more separate and distinct words. These are called **compound words**. Some of them are in this list:

body	everybody	handkerchiefs
holiday	someone	myself
good-bye	maybe	Tuesday
instead	always	already
ourselves		

Sometimes the words have been combined without any change in spelling. Sometimes the spelling has changed a little to suit the sound of the words when they were spoken as one word.

- Write three compound words in which the spelling has not changed from the time when the parts were separate.
 - Write two words from the list where the first part of the compound has changed by losing a letter. Circle the first part of each word and underline the second part.
- Write **handkerchiefs**.
Handkerchiefs is made up of three separate words. The **ker** part long ago meant **cover**, and **chief** still means **head**, although in a slightly different way from the meaning of **chief** in **kerchief**.
 - Write a meaning for **kerchief**, remembering what **ker** and **chief** used to mean.
 - Write **handkerchiefs** again. This time circle the first word you see in it, underline the second word, and draw a square around the third word.

3. a. Write **good-bye**. Remember the hyphen. **Good-bye** is really a shortened form of **God be wi' you** or **God be wi' ye**. Write **good-bye** again.
b. If you are saying **good-bye** in the late evening, what might you say instead? Remember the hyphen again.
4. a. Write **someone** and **everybody**. Exchange the last syllables of these words to make two more compound words.
b. Make new words by using **any** instead of the first part of each of these two words.
c. Write **maybe**. What are the two parts of the compound word? Write another word which means the same as **maybe** but begins with **p** and ends with **s**.
d. Write the compound word which begins with **in**. Make a new word by writing **home** instead of **in**.
e. Write **body**. Make new compound words by using **body** with **some** and **no**.
5. a. **Holiday** is a compound word in which a small change has been made from the original pair of words. Which letter was changed?
b. Use **holy day** and **holiday** to show the difference in meaning between them now.
6. Write **Tuesday**. Underline the first four letters, and be sure that you have written them in the correct order. Write **Tuesday** again.
7. a. Write **myself**. Underline the first part of the compound word.
b. Make words by substituting **your**, **him**, and **her** for **my**.
c. Pretend you are Superman. In a line or two tell about something you did all by yourself. Use **myself** in your sentence.

COME TO THE PARTY



sincerely

where

even

able

truly

invite

early

evening

which

while

prize

win

sack

costume

sunny

1.
 - a. Write all the words which begin with **wh**.
 - b. Write two questions about a birthday party, one beginning with **which** and the other with **where**.
 - c. Answer the two questions, using the words **prize**, **win**, and **able** in your answers.
2.
 - a. Write **early**. Read this: **John came early**. Now write a form of **early** which tells that Jim came before John. Be careful to remember what happens to **y** when you add an ending to **early**.
 - b. Write **while**. Make a new word by changing the middle vowel to **a**.
 - c. Write **sack**. Make new words by changing the vowel to **i** and then to **o**.

3. a. List the words which begin with **i**, **a** and **p** and which end in silent **e**. What is the effect of the silent **e** on the other vowel in each word?
- b. Write **truly**. From what root word is it formed? What happened to the root word in making the change?
4. a. Write these words and beside each write a word that is opposite in meaning: **late**, **morning**, **lose**, **unable**.
- b. Write the word **invite**. Drop the silent **e** and add the ending **ation**.
- c. Use **invite** and **invitation** in a sentence, or two sentences, to show that you know how to use them.
5. a. Write two words from the list which are often used with **Yours** in the closing of a letter.
- b. Write the word **prize**. The **z** in this word is unusual. Draw a box around it to help you remember it.
6. Write a short letter of thanks to a friend for inviting you to his birthday party. Tell him how much fun it was to win the prize for some game you played. Sign your note, "Yours sincerely,".



An Interesting Word Story

The word **sincere** is derived from a Latin word, **sincerus**, which means **without wax**.

Long ago, wealthy Roman people liked to ornament their homes with stone statues.

Sometimes a dishonest sculptor would use wax to cover a mistake he had made in carving his statue. Later the sun would melt the wax and spoil the statue. The Roman people learned to make sure that the statues they bought were **sincerus** — without wax.

GOOD WORDS FOR BUILDING

The words in this list are grouped together here because they are all good word-foundations. By building on them you can make many new and related words.

Look at **real**. Add **un** — a prefix — to the beginning and you have **unreal**. Add **ity** to the end and you have made **reality**. Both **un** and **ity** added produce **unreality**.



fill	sell	real
pay	mind	wrote
ready	easy	written
sold	tied	heard

wise

sign

1. a. Write all the words from the list to which you can add **un**. You should have written seven words.
 b. Add **un** to each of these words. What does the addition of **un** do to the meanings of the words?
2. a. Write **sold** and **tied**. Write **re** in front of each of these. How does **re** change the meanings of the words?
 b. Sometimes **re** means **again**. Write **fill**, **tied**, and **wrote**. Rewrite these words with **re** in front of them. Use one of the **re** words to show its meaning of **again**.
3. a. Write **pay**. Make new words by adding **able** and **ment** to **pay**. Write an order using either **pay** or one of the words made from **pay**.

b. A person who buys a thing is called a **buyer**. What is a person who sells a thing called?

c. Write **mind**. Make new words by adding first **re** and then **re** and **er** to **mind**.

d. Look at **easily** and **readily**. Write their root words. What happened to these words when **ly** was added?

e. Write **heard**. Make a new word by adding letters to the beginning of **heard**. Use **unheard of** to describe something.

4. Questions to make you think

a. If **hard** is the opposite of **easy**, what does **uneasy** mean? Use your dictionary to help.

b. Mr. Black had 40 bicycles in stock. If he sold 25, how many were left unsold? (Answer like this: sold = _____, unsold = _____.)

c. Use **mind** to show two different meanings.

d. Write **real**. How many syllables are there in **real**? Check the answer in your dictionary.

e. Write three other words from the list showing different pronunciations of **ea**. Underline **ea** sounding long \bar{e} in one of these words. Circle **ea** sounding short \tilde{e} in another.

5. a. Write the numbers 1, 2, 3 and 4 on your paper. Then tell whether the following are **real** or **imaginary**, by writing **real** or **unreal** after each of the numbers:

(1) the Man in the Moon,

(2) the moon,

(3) wicked witches,

(4) a forest.

b. Write **fill**. Add **ed** and **ing** to **fill**.

c. Make three words by changing the vowel in **fill**. Use one of these words in a sentence with **easy**.

TIME TO MAKE SURE — REVIEW

heard	already	early	everybody
Christmas	busy	it's	truly
didn't	while	believe	can't
real	isn't	good-bye	won't
handkerchiefs	cannot	know	break
sincerely	all right	easy	wrote
maybe			

- Write **handkerchief**. Now write **handkerchiefs**. How is the plural of **handkerchief** formed?
 - Write **Christmas**. How is the plural of **Christmas** formed? Write the plural form.
- Write the compound words you find in the list.
 - In a column write: **is not**, **cannot**, **will not**, **it is**, **did not**. Beside each write its contraction.
 - Write the word in the list that is a form of the root word **write**.
 - Write the word in the list which begins with a silent **k**.
- Look carefully at **all right** and **already**. What must you remember about **all right**? About **already**?
 - Write **all right** after the groups of tables which are all correct:

(1) $6 \times 6 = 36$,	$6 \times 0 = 0$,	$6 - 6 = 0$;
(2) $7 \times 7 = 49$,	$0 \times 7 = 0$,	$9 \div 2 = 4\frac{1}{2}$;
(3) $\frac{1}{2}\text{ft.} = 6\text{ in.}$,	$2\text{ yd.} = 6\text{ ft.}$,	$1\text{ yd.} = 36\text{ in.}$

c. Write **already**. Circle **al**. Underline **ready**. Write **already** again. Now substitute **ways** for **ready**. Use the new word to show its meaning.

4. a. Write **early** and **heard**. Underline the parts of these words which are pronounced and spelled the same.

b. Write the words in Column I. Beside each write the number of the meaning in Column II which is most nearly correct.

I	II
sincerely	(1) put in words on paper
truly	(2) honestly
good-bye	(3) very well
all right	(4) fully occupied
busy	(5) a winter holiday
Christmas	(6) without a lie
wrote	(7) farewell

c. Write two words from the list, one of which is a shortened form of the other.

d. Write six words which end in **y**.

5. Which word

a. has **ie** spelling long **e**?

b. has **ea** spelling long **a**?

c. has an apostrophe for the **i** of **is**?

d. has **c** spelling the sound of **s**?

e. has the same pronunciation as **no**?

f. begins with the word **hand**?

g. is a short form for **will not**?

6. a. Write **everybody**. Write as many words as you find in **everybody** without changing the order of the letters.
b. Which words in the word list would you find in the dictionary between **can** and **know**? Arrange them in the order in which they would appear in the dictionary.

Remember the study steps on page 5.



Extra Help

1. a. Write the words from the list which are opposite in meaning to **idle, imaginary, difficult, nobody, hello**.
b. Write words from the list which rhyme with:
snow, steady, pile, all night.
c. Write the shortened forms of these words. Remember the apostrophe: **is not, it is, will not**.
2. a. Join the correct pairs to make compound words:

every	not
hand	be
can	kerchiefs
may	body

b. Write the two words which are often used with **Yours** in the closing of a letter.
c. Answer these questions either **I can't** or **I won't**:
 - (1) Will you go to school at midnight?
 - (2) Can you walk on two fingers?
 - (3) Will you study spelling during the night?
 - (4) Can you open a tin of fruit with your fingers?
3. Change these sentences by changing the words in bold type to make them happen in the past. E.g.:

I get up early. **I got up early.**

a. Mary **hears** the bell ringing.

- b. Jeff **writes** a letter to his cousin.
 - c. I **hear** the first bird of spring.
 - d. You **write** very neatly.
4. a. Write in alphabetical order all the words in the list which begin with **b**.
- b. Which words in the list would you find in a dictionary between **good-bye** and **know**? Arrange the words in alphabetical order.
5. a. Write three words which end in silent **e**.
- b. Write two words showing two different pronunciations for the combination **ch**.
- c. Write two words, each of which begins with a silent letter.

For Good Spellers

1. Make a list of as many words as you know which begin with the letters **kn**. Your dictionary will help you. Examples: knee, knew.
2. Write the names of all the holidays you know. Check the spelling in the dictionary.
3. Make a list of the ways in which people greet one another, or bid good-bye. Which greeting would you use for your teacher, your best boy or girl friend, your grandmother?
4. In addition to the list of shortened forms in the spelling list, make a list of your own. You should have at least a half-dozen shortened forms using apostrophes; e.g. **You've**.
5. Start a list of compound words in your spelling notebook. Some are easy to recognize, like **birthday**, but others need some detective work, like **handkerchief**. When words sound or look as if they have two parts, look in a big dictionary to see whether you have discovered a new compound word.
6. **Cabbage**, **chief**, and **cattle** are all related words. They come from the Latin word **caput** meaning **head**. Look up these words in a large dictionary to find out how they came to have their present meanings.

PLAYING HOCKEY



hockey
goal
sweater
lead
club
passed
corner
fourth
given
minute
pants
sharp

stick
puck
point
luck

1. a. Write **hockey**. Circle **ck** and underline **ey**. Now change the **h** to **j**. Use the new word to tell something about a race.
 b. Write **goal**. Underline **oa**. Change the **g** to **c**. Write the new word.
2. a. Write the words in the list which are opposite in meaning to **dull**, **follow**, **taken**.
 b. Write **sweater**. Draw a line under **ea**. What vowel sound does this combination spell?
 c. Drop the letters **er** from **sweater**. What word have you?
 d. Use **sweater** and **pants** to tell something about the picture.
3. Write all the words from the list which you can find illustrated in the picture.

4. Write **goal**, **club**, **sharp**. Find two meanings in your dictionary for each of these words.

5.



(1) The boy will lead the dog.

(2) Jack is sharpening his lead pencil.

a. Look at sentence (1). Write **lead**. Underline **ea**. Now add **er** to **lead**. Write the new word. What vowel sound has **ea** in these words?

b. Look at picture and sentence (2). Write **lead**. Draw a line under **ea**. What vowel sound has **ea** in this word?

c. What other word in the list has the same sound for **ea**?

Changing the vowel sound in **lead** changes the meaning of the word but not the spelling.

6. a. Write these words: **given**, **passed**, **fourth**. Write the root words from which they are formed.

b. Write one interesting sentence about a hockey game using **goal**, **fourth**, and **minute**.

c. Write **pants**. Use **pants** to mean **breathes in quick short breaths**.

7. Describe briefly an exciting moment in a hockey game. The score is tied. It is the last minute of play . . .

REMEMBER TO STUDY YOUR OWN
SPELLING WORDS.



MORE ENDINGS

shopping

dropped

trap

bite

chase

guess

spot

step

dig

plan

swim

save

swing

shove

act

hate

1. a.

shopping
shop

 What is the root word of **shopping**? What happened to the last letter of **shop** before **ing** was added? Why?
- b. Write **step**. What must you do to the last letter of **step** before adding **ing**? Add **ing** to **step**.
- c. Add **ing** to **dig**, **trap**, **spot**, **plan**, **swim**.
2. a. Look at **trap**. Add **ed** to **trap**. Remember to double the final **p**.
- b. Add **ed** to **spot**, **step**, and **plan**.
- c. Write **swim** and **dig**. Add **er** to **swim** and **dig**. What happens to the final consonant before adding the ending?
3. a. Write three words from the list which end in silent **e**.
- b. Add **ing** to these words. Look back to Unit 5 if you have forgotten what to do.
- c. Write **I chase dogs** and **I save pennies**. Now change these two sentences so that they can be written with **last week** at the end.
4. a. Write **dropped**. What is the root word?
- b. Add **ing** to the root word. What happened to the final consonant?

- c. List all the words which have short vowels.
5. a. Write guess and swing.
b. Add **ing** to guess and swing. Did you make any change in the root words?
c. Write **dig** and **swing**. Make new words by changing the **i** to **u** in each word.
6. a. Write swing, bite, guess, step.
b. Write the plural form of each of the four words you have just written.
7. Write words which mean:
a. a person who shops.
b. a man who traps animals for their fur.
c. a person who swims.
8. Use a word from the list to:
a. tell how to catch a bear.
b. describe going up in a swing.
c. ask someone to guess the answer to a riddle.
d. suggest drawing a plan for a birdhouse.
e. ask a question about saving money.
f. order a dog not to dig holes in the garden.

9.



Write a story about the picture. Do you think the boy has saved enough to buy a pet? Which pet would he prefer to have? Why? Be sure to proof-read your story.

ON THE FARM

wheat

vegetable

crop

cattle

raise

drove

earth

flower

fence

gate

trade

spent

colony

strawberries

vegetation

1. a. Write the names of all the things in the word list which you might find on a farm.
- b. List the food-stuffs among the spelling words.
- c. Which things might be described as **crops**?
- d. Which might be grown for beauty rather than for gain?



2. Look at the picture. Answer the following questions. Try to use at least one word from the list in every answer.
 - a. Which crop do you think is being harvested?
 - b. How did the cattle get into the field?
 - c. Why did the farmer have a fence around the field?
 - d. Who drove the cattle out of the field?
 - e. Who will sell the wheat?

3. Write

- a. two words which end in **le**.
- b. one word with **g** sounded like **j**, and another with the regular hard sound of **g**.
- c. a word that ends with three consonants.

4. Read these sentences:

The dog will **chase** the cattle.

The **chase** ended in a fight between the boys.

- a. Use **raise** in two different ways.
- b. Use **trade** in two different ways.
- c. Write **trade**, **raise**. Add **ing** to both of these words.
What happens to the **final e**?

5. Write the plural forms of:

gate, flower, vegetable, fence, crop.

6. Addition and subtraction puzzles

- a. Take **g** from **gate** and **wh** from **wheat**, and you have two related words. What are they?
- b. Start with **cat**, add three little letters, and you'll end up with many animals of a different kind altogether. What have you?
- c. Take **early** and change its ending for **th**. You'll find you are living on it.
- d. Take away the first four letters from a word in the spelling list. You'll be able to eat it on what's left.

GOOD HANDWRITING IS IMPORTANT TO GOOD SPELLING.
HAVE ALL YOUR ANSWERS BEEN NEATLY AND
CAREFULLY WRITTEN?

NAMES OF PEOPLE

uncle

aunt

cousin

brother

woman

master

parents

son

soldier

teacher

captain

principal

war

favourite

CLIMB THE SIX STUDY STEPS IN
LEARNING TO SPELL THESE WORDS.

1. a. Write **woman**. Under **woman** write all the words from the list which could be women.
- b. Write **uncle**. Under **uncle** write all the words which could be men.
- c. Write the words which could refer to either men or women.
- d. On your paper, draw this table, and then complete it.

MALE	FEMALE
	mistress
man	
uncle	
	sister

2. Use 's to show ownership; e.g., my (brother) book
my brother's book
 - a. the (soldier) brother,
 - b. the (woman) parents,
 - c. my (uncle) teacher,
 - d. the (captain) son,
 - e. the (principal) cousin.
3. a. Write all the words which name relatives.

b. Write these two columns of words. Join the words which belong together. One is done for you.

parents	soldier
school	uncle
war	ship
aunt	teacher
captain	son

4. a. Write a question about a **principal** and a **teacher**.
b. Write a statement with **parents** as the subject.
5. a. Three words use the letter **u**. Write the words.
b. Write **soldier**. Circle the letter or letters which have an unusual pronunciation.
c. Write two words which use **o** to spell the **short ū** sound.
d. Write **uncle** and **principal**. Circle the last two letters of each word. Notice the difference in spelling the last syllable of **uncle** and **principal**.
6. a. Write all the one-syllable words.
b. Write the plural forms of **soldier**, **cousin**, and **son**.
c. Write phrases telling that
(1) the woman owns a hat,
(2) the soldier owns a cap,
(3) the captain has a son,
(4) the master has a dog.
Example: (1) **the woman's hat**.

7.



Write a story about this picture. What happened next? Use at least one word which needs an apostrophe to show ownership.

WORDS THAT DESCRIBE

brave

wild

heavy

strong

easy

hungry

sad

loud

short

busy

quick

thick

lazy

gay

angry

JIM



short

JACK



shorter

JERRY



shortest

All the words in this list can be used to describe people or things. **Short** tells you about Jim's size. By adding **er** and **est** to **short** you are able to tell even more about Jack's size and Jerry's size.

1. Compare these sounds, and describe them as **loud**, **louder**, **loudest**; e.g.,

a. (1) loudest, (2) loud, (3) louder.

- a. (1) an aeroplane motor,
(2) an alarm clock,
(3) a car engine.

- c. (1) a train whistle,
(2) a factory whistle,
(3) a toy whistle.

- b. (1) a man walking,
(2) children tramping,
(3) an army marching.

- d. (1) a dog's bark,
(2) a lion's roar,
(3) a cat's meow.

2. a. Write a different word from the list to describe each of the following:

a bear, a noise, an arithmetic problem, a street, a weight.

b. Which words from the list are often used to describe:
a beaver, a lion, a flash?

3. a. Write **heavy**, **heavier**, **heaviest** correctly after the following. (Notice the change of y to i.)
(1) Baby Bear, Mother Bear, Father Bear.
(2) ten bricks, one brick, a ton of bricks.
- b. Use the words in bold type correctly:
(1) **busy** bee, (2) **busier** ant, (3) **busiest** spider.
4. Use the words in bold type in your answers.
- a. At what time of the day are you **hungriest**?
b. Which school subjects do you find **easy**?
c. Which is **easiest**?
d. Which **wild** beast do you think is **bravest**?
e. How **lazy** are you?
5. a. Which words in the list rhyme?
b. In which word does the combination **ea** spell **ē**?
c. Which three-letter word means the opposite of **happy**?
d. Which word has the combination **qu**? What letter is always used with **q**?
e. Which word contains the last two letters of the alphabet? Be careful how you write the letter **z**.
6. Find words in the list that are often used with these words:
long, lonely, thin, free.
Like this: **loud and long.**
7. Write a paragraph about the laziest person you know. How do you know he is lazy? What happens because he is so lazy?



TAKING ANOTHER LOOK

aunt	busy	cousin	easy
fourth	guess	earth	lead
minute	passed	raise	soldier
teacher	uncle	principal	woman
goal	hour	sweater	vegetable
dropped	heavy	hungry	shopping

swim

1.



The barber shop
was **busy** on
Monday.

The barber shop
was **busier** on
Tuesday.

The barber shop
was **busiest** on
Saturday.

- a. Write **busy**. Draw a circle around the **y** in **busy**.
 - b. What letter in **busy** was changed before **er** and **est** were added?
 - c. Write **easy** and **heavy**. Add **er** and **est** to these words. Remember what happens to the letter **y**.
2. a. Write the words in the list that are **opposite** in meaning to:
- lower, difficult, light, idle.**
- b. Write **shopping**. What is the root word of **shopping**?
 - c. Write the word from the list which rhymes with **shopped**.
 - d. Write **swim**. Add **ing** to **swim**. What did you do to the final consonant of **swim**?

3.
 - a. Write the words which are made from **four** and **pass**.
 - b. Write these words and after each write its plural: **sweater, vegetable, guess**. Be careful of the last word.
 - c. Write in alphabetical order the words from the list which you would find in a dictionary between **easy** and **hungry**.
 - d. Do the same for the words between **raise** and **teacher**.
4.
 - a. Write the three words which are titles of members of the family.
 - b. Write all other names of people.
 - c. Write the word which comes between **third** and **fifth**.
 - d. Which word has two pronunciations for **ea**?
5.
 - a. Tell in a line or two about something that happened to a **lead soldier**.
 - b. Use **goal** and **fourth** to tell something about a hockey game.
6. Write a word from the list which means:
 - a. the head of a school,
 - b. a plant used for food,
 - c. a small part of an hour,
 - d. the planet you live on,
 - e. a female person.

STUDY THE WORDS IN YOUR OWN SPELLING LIST.

Extra Help

1.
 - a. Write **aunt**. You are a nephew or niece of your **aunt**. Remember the **u** in **aunt**.
 - b. Write **uncle** and **cousin**. Notice that there is a **u** in each of these words too. Underline the **u** in **uncle** and the **ou** in **cousin**.

2. a. Write **hour**. Draw a circle around the silent letter.
 b. Write the word in the list which means part of an hour.
 c. Write **fourth**. Draw a line under **ou** in this word. Now write two other words from the list which have the vowel partners **ou**. Draw a line under **ou** in each of the words you wrote. Notice that **ou** has a different sound in each of these words.
3. **Easy** and **sweater** both have the vowel partners **ea**.
 a. Write the word in which **ea** has the short ě sound.
 b. Write the word in which **ea** has the long $\bar{\text{e}}$ sound.

4.

1	2
$\bar{\text{e}}$	ě

- a. Make a chart like this. In Column 1, write all the words in the list which have **ea** spelling the long sound of $\bar{\text{e}}$. In Column 2 write the words in which **ea** has the short sound of ě . Draw a line under **ea** in each word you write.
- b. One word in the list could be written in both Column 1 and 2.

Use this word with the meaning it has when you pronounce it with the long sound of $\bar{\text{e}}$, and when you pronounce it with the short ě sound.

- c. Write **earth**. Why does it not belong on your chart?
5. a. Write the words in which you find **ss** and **pp**. Underline the double letters.
 b. Write the words in which the double letters are in the root word.

- c. Write all the words which end in **y**.
 - d. Write **woman**. Write the word from the list which always refers to a woman.
6. a. Which words have the sound of **j** without using **j** in the spelling?
- b. Write **guess**. Draw a line under the **u** in **guess**.
 - c. Write **raise**. Circle **ai**. Add **ed** and **ing** to **raise**.

For Good Spellers

1. The word **minute** comes from **minutus**, originally from Latin **minor** or **minus** meaning less or smaller. Many English words are derived from this Latin root. By using a dictionary, find words which begin with **min** and have these meanings:
- a. a sign used in subtraction.
 - b. the number from which you subtract another number.
 - c. the smallest amount possible.
2. Write the names of as many vegetables as you can. Check the spelling in a dictionary.
3. The word **fourth** is called the **ordinal** of **four**. **First** is the ordinal of **one**. Write the ordinals for all the numbers from one to ten.
4. a. Find and write at least four words which mean **very small**.
- b. Write two or three words which mean **soldier**.
 - c. Name two or three games which need **goals** for scoring.
 - d. Name two water sports in addition to swimming.
5. **Aunt** is always a **woman**. Write as many words as you know which always refer to **women**; e.g., **queen**.

WORDS ABOUT GEOGRAPHY

ocean

mountain

valley

north

pole

cool

desert

south

mile

dry

flood

low

jungle

polar

geography

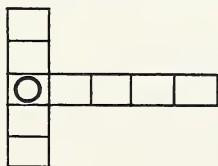
climate



1. Answer these questions using words from the list in every answer. The picture will help you.
 - a. Where does the river run?
 - b. Where does the river begin?
 - c. What is the low land between mountains called?
 - d. When is a river valley most likely to flood?
 - e. Does a flood come to high or to low land?
2. After the right letter, write **ocean**, **desert**, or **mountain** on your paper. Example: a. **ocean**.
 - a. Pacific, b. Atlantic, c. Sahara, d. Rocky,
 - e. Alps, f. Arctic.
3. Words from the list will help you answer these questions:
 - a. Which direction is opposite to north?
 - b. In which direction is the north pole from you?
 - c. Is the air over the desert moist or dry?
 - d. Is the air over a snow-capped mountain warm or cool?
 - e. Which word is a measurement of distance?

4.
 - a. Write **valley**. Add **s** for its plural. Notice that **y** does not change for the plural. Explain why.
 - b. Write **I dry the cloth**. Change **I** to **He**. What change must you make in **dry**? Write the sentence using **He** as the subject.
 - c. Use **dry** (1) to describe the air on a summer afternoon, and (2) to tell about drying something wet.
5.
 - a. Tell what sort of land **desert** is.
 - b. Read this sentence: The soldier will not **desert** his friend. In this sentence, what does **desert** mean? Write **desert** showing the accent on the second syllable like this: **de sert**. Where is the accent when **desert** means **barren land**?
 - c. Write **cool** and **flood**. What do you notice about **oo** in these two words? Look through the word list at the back of this book. Find and write at least two other words which have the same sound for **oo** as **cool**.
 - d. The **oo** of **flood** is unusual. What short vowel does it represent? Write **flood**. Make another word by changing **f** to **b**. Has this change altered the vowel sound?
6. Write
 - a. the word in which **ce** spells the sound of **sh**.
 - b. two words where the **final e** makes the middle vowel long.
 - c. the word which rhymes with **fountain**.
 - d. the word in which **ow** spells the long **o** sound.
 - e. the word which ends in **ey**.

7. a. Draw this puzzle, and do it:



Down: too much water
Across: very much salt water.

- b. A riddle — I have 2640 times as many feet as you have. What am I?

A CIRCUS PARADE



One day David watched a circus parade marching along the street and straight across the park. It was a thrilling sight. A giant, tall enough to reach the top of a telephone pole, led the way. After him one clown followed another, and then came — guess what? A real, live elephant!

1. Read the story and answer the questions using words from the spelling list:
 - a. What did David watch?
 - b. Where did the parade go?
 - c. How tall was the giant?
 - d. Who followed the giant?
2.
 - a. List the spelling words in the order in which they appear in the story.
 - b. Which word beginning with **a** does not appear in the story?
 - c. Write **until**. Notice that **until** has only one **l**.
3.
 - a. Write **straight**. What other word in the list ends in **ight**?
 - b. Add **en** to **straight**. What does this new word mean?
 - c. What other word in the list has the combination **gh**? What sound has **gh** in this word? What sound has the vowel combination **ou**?

giant
circus
parade
across
along
above
maybe
clown
among
enough
sight
straight
until

camel
lion
tigers

d. Write words from the list which rhyme with:

night, tough, down, glove, moss.

4. a. Write **giant**. How many vowel sounds do you hear? How many syllables has **giant**?
b. Write **circus**. Change **us** to **le**. Why do you think the place where a circus show is performed is called the **ring**?
c. Write a question using **clown** and **circus**.
d. Answer your question.

5. a. Write a compound word from the list.
b. Write **along** and **among**. Underline the consonants which are different. Circle the vowel which is written the same in both words but has a different sound.
c. Write **along** and **across**. Circle **a**. Underline the whole words which you see in **along** and **across**.

6. Look carefully at these two sentences:

Johnny is standing **among** the boys.

Johnny is standing **between** Jim and Jack.

Among is used when speaking of more than two persons or things. **Between** is used when speaking of only two persons or things.

Write **among** after the number of the group where it would be correctly used.

- (1) Mary with three friends.
- (2) a cat with a pack of dogs.
- (3) a monkey in a cage with four apes.
- (4) a little girl holding hands with her two brothers.

7. Pretend you are a clown in the circus parade. Tell about one or two things you do to make people laugh.

BEGINNINGS ARE IMPORTANT

become	begin	blew	knew
became	beside	flew	threw
believe	being	grew	throw
	below	belong	

Look at **being**. Drop **ing**. The word that is left is very important for itself. It is also important as the beginning of many other words. **BE** is a common prefix; e.g., **beside** and **become**.

- Write all the words from the list which begin with **be**. Underline **be** in each case.
 - Write **become**. Underline the root word.
 - Write: The man will become a clown next year. Change **next year** to **last year**. What change must you make in **will become**? Write the sentence, making the necessary change.
- Write **beside**. Make new words by changing **side** to **low**, **neath**, **hind**. Use one of the new words to show its meaning.
 - Write **begin**. Write a new word by changing the second vowel to **a**.
 - Write **believe**. Make a new word by changing **ve** to **f**. Write a question using **knew** and **belief**.
 - Write **believe** again. Add **d**. Add **ing**. Remember the effect that **ing** has on the final **e** of **believe**.
- The words in the third column have different beginnings. Look at them carefully.
 - BL** is a consonant blend. Write the words which begin with consonant blends and end in **ew**.

- b. Make two new words by changing the consonant blends; e.g., use **st**, **cr**.
- c. Write **knew**. What is the root word of **knew**?
- d. On your paper, draw this table, and then complete it.

Present	Past
throw	
	knew
grow	

4. a. Write homonyms (words that are the same in form or sound but different in meaning) for the following words:

new, through, blue,

- b. Which words in the list rhyme with
relieve, grow?

5. a. Write **begin** beside the numbers of those things which usually come at the beginning of something:

(1) O Canada, (2) table of contents, (3) index,
(4) dessert, (5) the title.

- b. Write the numbers, 1, 2, 3, on your paper. If you knew these facts, write **I knew this.** after the number.

(1) The earth is bigger than the moon.
(2) The moon is closer to us than the sun.
(3) Mars is a planet.

- c. On your paper, write the numbers, 1, 2, 3, 4. Write **They flew.** after the numbers of those that flew. Write **They grew.** after the numbers of those things that grew.

(1) dragonflies, (2) flowers, (3) rockets, (4) vegetables.

6. a. Use **being** in sentences with **blown** and with **grown**.
- b. Use **begin** in sentences with **believe** and with **blow**.

A COOKIE RECIPE



sugar	butter	tea
pan	instead	job
together	stuck	size
fourth	whole	loose

sink	crumbs	cup
electricity		

Nancy helped her mother to bake cookies last Saturday. This is the recipe she used:

THIMBLE COOKIES

$\frac{1}{2}$ cup butter or shortening
 $\frac{1}{4}$ cup brown sugar
 1 egg yolk
 1 cup flour
 1 teaspoon vanilla
 $\frac{1}{2}$ teaspoon salt

Sift flour twice.
 Blend butter and sugar.
 Add egg, flour, salt. Mix.
 Add vanilla and roll into balls.
 Dent cookies with thimble.
 Bake 15 minutes in buttered pan.
 Take out and dent cookies again.
 Fill dents with jelly.
 Bake until cookies brown.

1. Answer these questions about the recipe. Use at least one spelling word in each answer.

- How much **butter** and **sugar** are used?
- How much **flour** is needed?
- Which three things are added together?
- How much **vanilla** is added?
- What must be spread on the cookie pans before the cookies are put on them?
- What size cookies do you like best?
- Why did Nancy enjoy her baking job?

2. a. Write **tea**. Write the word in the recipe which contains **tea**. Add **cup** to the word **tea**.
b. What sound has **ea** in **tea**?
c. What other word has the vowel combination **ea**?
d. What sound has **ea** in this word?
e. Write another word which has a **short ě** sound in it.
f. Write **whole**. Notice that **w** is silent. Circle the two silent letters in **whole**.

3. a. $\frac{1}{4}$ = one **quarter**. What word in the list could you use in place of **quarter**?
b. For what part of an hour should the cookies first be baked?
c. Write **fourth**. Underline the root word.

4. a. Write **sugar**. Circle the letter which spells the sound **sh**.
b. Write **size**. Draw a line under **z**. Now change the **s** to **pr**. What is the new word?
c. Write **together** after the numbers of those things which belong together:
(1) bread and butter, (2) mother and father,
(3) lion and lamb, (4) job and work.

5. **Match these meanings**

job	something to drink
loose	undivided
tea	next to third
butter	a dairy shortening
whole	free to move around
sugar	sweetening
fourth	work to do

6. **Building words**

Make new words by

- a. adding **ch** and **m** to **tea**.
b. adding **n** to **loose**.
c. changing the vowel in **stuck**.
d. adding **sy** to **pan**.

PETS NEED CARE

dropped

eye

health

bath

bathe

bone

quite

taken

bottle

again

held

felt

matter

bathtub

shut

belt



1.
 - a. Write the words from the list which you can find illustrated in the picture.
 - b. Tell how you think the dog felt. Use **felt** in your answer.
 - c. Tell something about the picture using **bathe** and **eye**.
 - d. Ask a question using **matter**.
2.
 - a. Write **bath** and **bathe**. Circle the letter which changes the sound of **a** in **bath** to the sound of **a** in **bathe**.
 - b. Write two more words from the list which have long vowels shown by a silent final **e**.
 - c. Write **taken**. What is the root word of **taken**? Show the sound of **a** in **taken**.
3.
 - a. Which two words have short **ē** spelled by the letter **e**?
 - b. Which word uses **ai** to spell short **ē**?
 - c. Which word uses **ea** to spell short **ē**?
 - d. In the list at the back of this book find three words you have already studied with short **ē** spelled **ea**.
 - e. Write **health**. Add a letter to form a new word meaning in good health. Add **er** and **est** to the new word. Remember what happens to **y** when you add the new endings. Write the words you have formed again.

4. a. Write **dropped**. What is the root word of **dropped**? Underline the doubled letter in **dropped**.
- b. Add **er** and **ing** to the root word of **dropped**.
- c. Write **quite**. Remember the **u** that always follows **q**. Be sure you wrote the **q** correctly.
- d. What word would remain if you left off the silent **e** in **quite**? What does this new word mean?
5. Answer these questions with 2 words—**quite** and any other suitable word. The first answer is given.
- a. Was the dog sick? Answer: **quite** sick.
- b. Was the boy worried?
- c. Was the doctor cheerful?
- d. How quickly did the dog recover?
6. a. Write **eye** after the number of every object which has an **eye**. Write **no eye** if the object has no eye.
(1) potato, (2) haystack, (3) needle, (4) fish.
- b. Write **bottle** with the words with which it can be used:
glass, hot water, arrow, milk.
- c. Write **I held**. Change it to make it sound as if you are doing it now. Do the same with **He held**.
- d. Write **matter**. Divide **matter** into syllables. Now write the whole word again.
7. Have you a pet? If you have, write a short paragraph telling about some trouble you had with him. If you haven't a pet, use the picture to help you make up a story about a pet. BE SURE TO PROOF-READ YOUR STORY.

Are you keeping your own spelling list? STUDY carefully the words in that list too.

MAKING SURE

all right	quite	believe	enough
fourth	instead	principal	again
dropped	sugar	maybe	straight
Tuesday	whole	loose	until
(Tues.)	soldier	together	always
already	among	ready	threw
	ocean	begin	

- What word is in the list with the word **all**? Write **all** and the word that goes with it.
 - Write two other words in the list that begin with **al**. Underline complete words to be found in each of the two words you have written.
 - Write **all right** and **already**. Notice that **all right** is written as two words; **already** is only one word.
- Write **quite**. Remember the **u** that always follows **q**.
 - Write **quite** with **ready**, with **enough**, and with **loose**. Write another word from the list which rhymes with **quite**. Underline the letters which spell the sound that is the same. Which letters in this word are silent?
 - Write another word from the list which has silent **gh**. Write the word in which **gh** has the sound of **f**.
- Write the words which mean

(1) once more	(2) perhaps	(3) sufficient
(4) complete	(5) start	(6) chief or most important
 - Which words in the list are opposite in meaning to

(1) curved	(2) not yet	(3) never
(4) picked up	(5) apart	(6) tight
(7) caught		

4. a. Write two words from the list which have the **sh** sound spelled **ce** and **s**. Underline the letters which spell the **sh** sound.
- b. Write two words which begin with **be**. Write them again to refer to something which happened yesterday.
- c. Write the word which begins with **in** and rhymes with **bread**.
- d. Which word has a silent letter at the beginning and a silent letter at the end?
- e. Which word begins with a capital letter and has an abbreviated form?

5. Write the word from the list which best describes each of the following:

- a. A boy all set at the starting line of a race.
- b. A line drawn with a ruler.
- c. The girl who stood in line behind the third pupil.
- d. A jacket that is too large for the wearer.
- e. A pie that has not yet been cut into pieces.
- f. Everything as it should be.

6. Carry out the following instructions in writing, using the word in bold type each time.

- a. Tell one thing you did on **Tuesday**.
- b. Name one **ocean**.
- c. Describe one use of **sugar**.
- d. Tell which is the **fourth** month of the year.
- e. Tell which of these are **whole** numbers:

5, $\frac{1}{2}$, 10.

- f. Explain what a **soldier** is or does.
- g. Tell when you **begin** your spelling lesson every day.

7. Fun with words

- a. Write **soldier** down the page like this:

s
o
l
d
i
e
r

Opposite each letter write a word from the list which begins with that letter. Example:
s — **straight**.

- b. You must always remember to write two of the words in the word list with only one l. What are they?

Extra Help

1. Find and write the words in the list which have the same ending as the parts of these words in bold type:

write

rough

night

2. a. Write **already**. Underline **al**. Draw a circle around **ready**. What sound does **ea** have in **ready** and **already**?
b. Find another word in the list in which **ea** has this same sound.
c. Write another word in the list that begins with **al**.
3. a. Write two words that have **ai**.
b. Write three words that have **ay**.
c. Write two words that are used together.
4. a. Write the words which tell
(1) what the boy did to a ball.
(2) what the dog did to a bone.
b. Which word means
(1) a fighting man?
(2) the head of a school?
(3) a sweetening?
(4) a large body of salt water?
c. Write **Tuesday**. Write its abbreviation. Underline **ue** in **Tuesday**. Remember the capital letter, and the period after the abbreviation.

5. Answer these questions, using at least one word from the list in each answer:
- Which day of the week is Wednesday?
 - Do you believe that the earth is round or flat?
 - What book would you like to read again?
 - How late do you stay at school?
 - At what time does your spelling lesson begin?
6. a. If each pair of things belongs together write **together** after its number:
(1) oil and water, (2) bread and jam, (3) ham and eggs.
- b. If **quite** can be used with any of the following words, write **quite** beside the word:
(1) ready, (2) straight, (3) among, (4) loose.

For Good Spellers

- a. Write the names of three of the oceans that you can find on a map or globe.

b. What other kinds of large bodies of water are there on earth?
- a. Write at least two words or phrases which mean **enough** of something.

b. Sugar is a sweetening. Write the names of at least two other substances used for sweetening.

c. How else might you say that you **believe** in something?
- Write homonyms for: straight, threw, fourth, whole.
- a. A soldier is a member of the army. What would you call a member of the navy? Of the air force?

b. Soldiers wear uniforms. List other people who wear uniforms.
- a. Make a list of eight words which begin with **qu**. Your dictionary will help you.

b. Find and write at least three words which have **qu** in the middle.

FOLK DANCING

life	wooden	young	whose
seemed	shoes	trouble	bridge
music	carve	stove	dance



Here are children dressed up for a holiday festival. In what country do you think they live?

1. a. Tell something about the picture using the words in bold type in each statement:

- | | |
|-----------------------------|------------------------------|
| (1) wooden shoes, | (4) life and trouble, |
| (2) dance and music, | (5) seemed young. |
| (3) stove, | |

- b. Write a question about the picture, using at least one word from the list.

- c. Answer the question you have written.

2. In your spelling lessons you have learned to spell many more words than there are in the lists. Using words you know, you have learned to build new words:

- by joining words together to make compound words.
- by adding to root words.
- by changing parts of words.

Make new words from the words in the list by

- a. using **life** as the first half of compound words. Add **less, like, and boat** to **life**.

- b. adding **er** and **est** to **young**.
 - c. adding **al** to **music**; adding **ian** to **music**.
 - d. changing **c** in **carve** to **st**; changing **a** in **carve** to **u**.
 - e. adding **r** and **ing** to **dance**. What happens to the **e** before **ing**?
3. a. Write **shoes**. Write the singular of **shoes**.
 - b. Write **whose**. **Whose** and **shoes** rhyme, but the rhyming parts are spelled differently.
 - c. Write the root word of **whose**.
 - d. Write a question beginning **Whose shoes . . . ?**
4. a. Write the words which end in **e**.
 - b. Which word has **c** pronounced like **s**?
 - c. Which word ends in **dge**?
 - d. Write two words in which **ou** has a **short ũ** sound.
5. a. What is the root word for **wooden**?
 - b. Join other words to this root word to make compound words with the meanings given below. You may use a dictionary, if need be.
 - (1) a land covered with trees,
 - (2) a bird that pecks holes in trees.
 - c. Write **wooden**, and beside it two words from the list which name things which could be made of wood.
6. Pretend you are visiting one of the children in the picture. Write a letter home telling about what the children are doing, how they are dressed, and what their house is like.

REMEMBER

Form each letter carefully.
Watch handwriting, punctuation,
and spelling.



A PUZZLE FOR FUN

h — — —

a — — — — —

n — — — —

d — — —

k — — — —

e — — —

r — —

c — — — — —

h — — — — —

i — —

e — — — — —

f — — — — —

s — — —

handkerchiefs**contest****knock****rug****its****finger****noise****hardly****silk****excuse****does****hear****else****already**

1. The first word in this list contains the first letters of all the other words. Write the letters of the word **handkerchiefs** on your paper as they are in the puzzle. Find words that begin with each letter and have the same number of letters as shown by the spaces in the puzzle. Write the words in their proper places on your paper .

2. a. Write **excuse**. The s may be pronounced s or z, depending on what you want the word to mean. Use **excuse** with the z sound. Now use **excuse** with the s sound.
- b. Write **Excuse me**. after the number if you would have to excuse yourself when :
 - (1) walking in front of someone,
 - (2) attracting someone's attention,
 - (3) writing a letter,
 - (4) clearing your throat.
3. a. Which words in the list begin and end with the same letter?
- b. Which word must you be especially careful to spell with only one l?

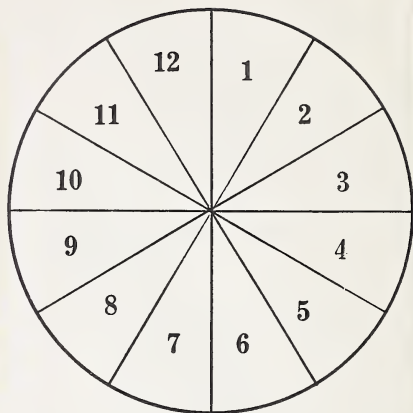
4. a. Write **hardly**. What word do the first four letters of **hardly** make?
b. Write the word which begins and ends with the letter **k**. Draw a circle around the **k** that is silent.
c. Write **noise**. Drop the **e** and add **y**. Add **less** to **noise** to make another word.
d. Write **rug**. Make a new word by changing the vowel to **i**. Use your dictionary to find the meaning of the new word.
5. a. In which long words do you see these smaller words?
test, chief, ready, it
b. These words are written without any particular order. Arrange them in pairs which go sensibly together:
silk noise handkerchiefs hear
c. Answer these questions **It does** or **It does not**.
(1) Does it rain every day?
(2) Does a fly have wings?
(3) Does a spider have eight legs?
d. Write the root word for **does**.
e. Write a shorter form for **does not**, and another for **do not**.
6. **Its** means **belonging to it**. Note: There is no apostrophe. Change the words in bold type to **its**.
a. **the company's** bus,
b. **the dog's** bone,
c. **the baby's** bottle,
d. **the plant's** flower.
7. **Fun with words**
a. What comes out of a tiny caterpillar and becomes beautiful cloth?
b. What is one of ten, and is used for poking and pointing and picking up?

HIT THE TARGET

- | | |
|--------------|-------------|
| 1. threw | 7. among |
| 2. valentine | 8. smell |
| 3. often | 9. lie |
| 4. hello | 10. stairs |
| 5. soldier | 11. library |
| 6. asked | 12. toward |

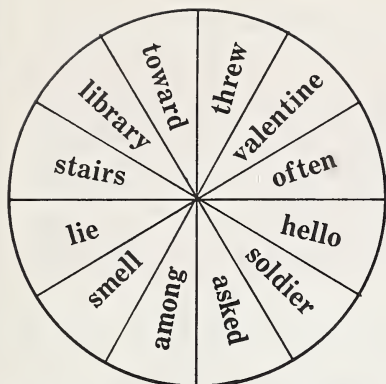
forth

sleet



This is a make-believe dart game. You can make it a real game if you have a rubber dart. Throw the dart at a dart board which you have drawn on the chalkboard. You must spell the word which matches the number you hit on the dart board. If you spell the word correctly, you may have a second turn. If you miss a word you must sit down and study it until you are sure you can spell it. You are then allowed another turn. The winner is the pupil or team with the highest score in the time allowed.

1. a. Pretend you are playing the game. Write the words you would have to spell if you hit the numbers 1 and 8.
 b. This time you have hit the number 2. Write the word.
 c. On your next try you hit number 6. Write the word. Write another word which means the same as asked.
 d. Write the word you would have to spell if you hit number 9. This word has two meanings. Use it in two ways to show that you know both meanings.
2. a. Draw a dart board like this, writing or printing the words instead of the numbers.



- b. Use your pencil as a dart. Close your eyes and point quietly at the dart board. Write the word your pencil hits. If you spell it correctly, you score the number of the word, e.g., **hello**, 4. See how high a score you can get in two minutes.

3. a. If your dart hit **often**, what letter would you have to note particularly? Write **often**. Give yourself 3 points if you spelled it correctly without looking at the book.
- b. Write five two-syllable words in the list. If you spelled them all correctly, you may give yourself 31 points.
- c. What is the score of the word for a **place where books are kept and used**? Write the word and give yourself the score if you spelled the word correctly.
- d. Write the word which has the most points.

You are spelling carefully if you succeeded in scoring 57 points in Exercise 3.

4. Write
- the word with a **t** which is usually silent.
 - the word with an **o** which sounds like ũ.
 - two one-syllable words which begin with **s**.
 - a word which begins with **to**.

Count your score. Did you make 40 points?

5. Fun with the word numbers

- Write two sets of words whose scores add up to the score for **soldier**.
- Write **soldier** and the other word which together would give you the score of **lie**.
- Write the words for this score: 1 and 11 to make 12.

PLANTING A TREE

silver

rich

oak

wall

its

maple

roof

straight

dirt

soft

won't

squirrel

dug

iron

gold

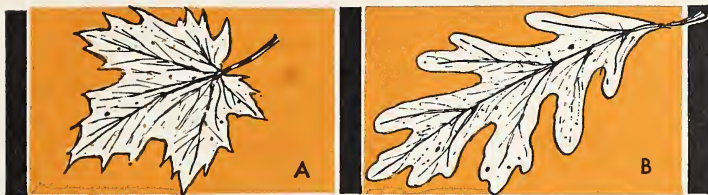
palm

Jim is digging in the soft rich dirt about twenty feet from the wall of his house. He is going to plant a silver maple tree to match the oak tree his father planted long ago at the back of the house. The oak throws its shade over the roof of the house, and has the nest of a squirrel high in its trunk. Some day the maple too will be straight and tall, and will give shelter to birds and shade to the house.



1. From the story and the picture find answers to these questions.
 - a. Where is Jim digging?
 - b. What is he planting?
 - c. What sort of tree grows behind the house?
 - d. What animal lives in the oak tree?
 - e. What is shaded by the oak?
2.
 - a. Which word in the list is not in the story?
 - b. Has a maple tree a straight trunk?
 - c. Which word in the story is used to mean **soil** or **earth**?
3. Jim made a collection of leaves last fall.
 - a. Name two leaves in Jim's collection.

b. Tell how many big points each leaf has, using the words **maple** and **oak** in your answer.



4. Remember **its** means **belonging to it**. Should you or should you not use an apostrophe when **its** shows ownership?

Change the following groups of words by using **its** instead of the words in bold type. Example: **the roof of the house—its roof**.

- a. the maple trees in the park,
 - b. the wall of the building,
 - c. the squirrel belonging to the zoo,
 - d. the silver star of evening.
5. a. Write words from the list which are opposite in meaning to **hard, poor, will**.
- b. Use **roof** and **wall** in one sentence.
 - c. Which word is the name of a precious metal?
 - d. **Won't** is the short form for what two words?
6. a. Which words have short **i**? Underline the **short i** in each word.
- b. Write the words which have **ir**. Circle the **ir** combination.
 - c. Write plural forms of **maple, oak, wall, squirrel**.
 - d. Write all the words which have double letters. Underline the double letters.
7. Try to imagine that **you** are a tree. Tell about yourself and your life: what kind of a tree you are, where you live, how old you are, and of what use you are. Perhaps boys and girls climb you sometimes! Be sure to proof-read your story when it is finished.

IT'S AND ITS — WHICH IS IT?

It is not a hard word to spell. Neither is **its** or **it's**. But you must make sure you remember how to use **its** and **it's** correctly.

Study these sentences:

The horse broke **its** leg when it fell.

● **its** means **belonging to it**.

It's all right to stay up until nine o'clock.

● **it's** is a contraction of **it is**.

its	it's
neck	tore
seemed	whose
trouble	remember
all right	excuse
heart	everybody

cloudy
row

- Use **it's** or **its** correctly in every answer:
 - What day is it today?
 - Where did the hen lay **its** eggs?
 - Whose dog is that?
 - Do you know **its** name?
- Read these sentences and decide whether the **excuse** is good or poor. Write **good excuse** or **poor excuse** after the number of each sentence.
 - Mary said, "I missed school because I slept in this morning."
 - Bob said, "I was away because I was sick."
 - Jim said, "I was home with a bad cold."

b. Write I remember or I don't remember after the number of each of these:

 - the day you started school,
 - your mother's birthday,
 - the name of last year's teacher.

c. If it is proper to do the following things, write **all right** after the number.

- (1) come to school late,
- (2) study your lessons thoroughly,
- (3) say "thank you" when you are given something,
- (4) read books.

3.
 - a. Write two words which name parts of the body.
 - b. Which word is a compound? Make a new word by changing the second part to **one**.
 - c. Write the two **doing words** or **verbs** which tell about something that happened in the past.
 - d. Write **seemed**. What is its root word? What letters spell the long **e** sound in **seemed**?
4.
 - a. Write **heart** and **trouble**. Underline the vowel combinations and show how each combination is pronounced. What is unusual about the pronunciation of **heart**?
 - b. Add **y** to **heart**. What does the new word mean?
 - c. Add **some** to **trouble**. Use the new word to show its meaning.
 - d. Write **whose**. What is the root of **whose**? Ask a question using **whose** and **trouble**.
5. **What word am I?**
 - a. I am a good thing to keep out of, but children always seem to be getting into me.
 - b. I am very long on a giraffe, and very short on a frog.
 - c. I am two words which tell you that your work is perfect.

REMEMBER

It's means it is.
Its means belonging to it.



LOOK AT THESE WORDS AGAIN

excuse	whose	trouble	everybody
seemed	straight	shoes	toward
threw	sugar	won't	break
forty	sincerely	tries	among
busy	dining	remember	handkerchiefs
maybe	library	minute	hour
		raise	

- From the list match words to these meanings:
 - four times ten
 - covering for the feet
 - in the direction of
 - tossed
 - eating dinner
 - without curve or bend
 - lift
 - appeared
- Write:
 - three words with the long ū sound. Underline the letters which spell the sound.
 - four words with the long ā sound. Underline the letters which spell this sound in each word.
 - the word which uses u to spell the short ĭ sound.
 - sincerely** and its root word.
 - two compound words.
- Write **sugar** after the number of those articles which are made with sugar:
(1) cake, (2) candy, (3) salt, (4) ice cream.
 - Write **I won't** after the numbers of those things you won't do if you can help it:
(1) get to school at ten o'clock,
(2) break my mother's best dish,
(3) study my spelling,
(4) make trouble for my friends.

4. a. Write, in alphabetical order, all the words in the first column.
- b. Write, in alphabetical order, all the words which begin with s.
- c. Write the following words. After each show how many syllables it has; e.g., **among** (2)
- among, busy, tries, minute, handkerchiefs.**
5. Use words from the list in your answers to these questions:
- a. What is one-sixtieth of an hour called?
- b. What number is half way between thirty and fifty?
- c. How often do you go to a library?
- d. What day of the year do you remember most easily?
- e. When must you remember to say "Excuse me"?
6. a. Write a statement using the word **toward**.
- b. Write a question using **among**.
- c. Write a question beginning with **whose**.
7. Write the word which
- a. sounds the same as **brake**.
- b. sounds the same as **through**.
- c. rhymes with **whose** but is spelled differently.
- d. has two pronunciations, depending on the meaning.

DID YOU KNOW?

The word **excuse** comes from the same word as **cause**. If you think of the meaning you will understand how **ex-cuse** and **cause** are related. Another word which is related to these two is **because**.

Extra Help

1. Answer these questions, using the words in bold type in your answers. Proof-read every answer carefully.

- a. **Won't** you get your feet wet when you walk in the puddle?
- b. How can you keep your **shoes** dry?
- c. Who **tries** hardest to be good?
- d. When do you walk **toward** the school?
- e. Did you **break** the window?
- f. Who **threw** the ball?

2. a. Write **trouble**. Underline the vowel combination. What sound has it?

b. Write **busy**. Circle **u**. What sound has it? Make a word from **busy**, by changing **y** to **i** and adding **ness**.

c. Write **straight**. Underline two silent consonants.

d. Write **everybody**. Draw a line between the two words of which it is made.

e. Write **among**. Underline the letter which has a short **ũ** sound.

f. Write the word which begins with silent **h**.

3. a. Which word in the list has a double letter?

b. Which word ends in **ly**?

c. Which word begins with **re** and ends in **er**?

d. Which word is a short way of saying **will not**?

e. Which two words are plural?

4. What are these?

a. They are used when you have a cold.

b. It is used to make desserts.

c. It is the place you go to get books to read.

d. Sixty of them make an hour.

For Good Spellers

1. **Remember** and **memory** are derived from the same word. **Remember** means **bring back to memory**.

a. Write the name of a holiday in November when we remember the soldiers who fought in the wars.

b. By using a dictionary, find words beginning with **mem** that have these meanings:

- worth remembering.
- a monument in memory of someone.
- a note sent to remind someone of something.
- a small gift given as a remembrance.

2. a. Write at least two other ways besides “Excuse me” in which you might excuse yourself for something.

b. The word **break** can be used in many ways. Illustrate three or four of these uses of **break**; e.g., to break a bone, to make a break for freedom.

c. There are many different kinds of shoes. Make a list of at least six different kinds of footwear.

d. **Yours sincerely** is one way of closing a letter. Write at least three other ways in which a letter may be brought to a close.

3. **A code**

Difdl zpvs tqfmmjoh dbsfgvmmz.

For each letter in this code write the letter that comes before it in the alphabet. What message is written above?

Use the same code to write these messages:

- a. Nothing is too much trouble if you enjoy doing it.
- b. The world belongs to those who read.

MOSTLY FOR DESCRIBING

free	loose	real	quite	different
sudden	whole	wrong	useless	forty
fifth	famous		hardly	

tiny	solid	empty
------	-------	-------



Read these two sentences:

I was caught by a storm.

I was caught by a sudden storm.

Which sentence gives you a better picture of what happened?
Which word describes the storm?

Most of the words in the list are words, like **sudden**, which help give a better, clearer word-picture.

1. a. Write a different word from the list with each of the following words to make a clearer, better picture.

soldier flower island language period

- b. Make each group of words have an opposite meaning by exchanging the word in bold type for a word from the list:

a **unknown** captain

a **captive** chief

a **similar** excuse

a **useful** fence

a **imaginary** giant

the **correct** cost

- c. Write in words: 40 **cousins**, 44 **soldiers**, the 45th **goal**.
2. a. Write either **quite useful**, or **quite useless** for each of the following:
 - (1) a broken bottle, (2) 40 nickels, (3) a torn rubber.

b. Write **quite** with any of the words from the list with which it can properly be used.

c. Re-write these sentences, using **hardly** instead of **not**.

(1) There was **not** a flower to be seen.

(2) History will **not** rate this man as famous.

(3) We had **not** a minute to spare.

Have you changed the meaning of the sentences very much?

3. a. Write **different**. Change the **t** to **ce**. Use the new word to show its meaning.

b. Write **loose**. What word, meaning a large animal, rhymes with **loose**? Add **ly** to **loose**. What sound has **s** in **loose**?

c. Write **famous**. Underline the vowel combination with the sound **ū**. Add **ly** to **famous**. What is the root word of **famous**?

d. Which word is related to **five**? What change has taken place in the vowel in this word? Write $\frac{1}{5}$ in words, remembering the hyphen.

4. a. List all the words which have double letters. Circle the double consonants. Underline the double vowels.

b. Which two words have silent **w** at the beginning? Use both these words in one sentence to tell about an arithmetic example.

c. Write **real**. How many syllables do you hear when you pronounce **real** carefully?

d. Write **sudden**. Add **ly**.

e. Add the prefix **un** to **real**. Write **real** again and add the suffix **ity**. Find the meaning of the new word in the dictionary.

5. a. Write **different** after the numbers of those words which are pairs of different things: (1) horse and washing machine, (2) fly and insect, (3) house and canoe, (4) castle and cattle.

b. Write **real** after the numbers of those things which are real: (1) elves, (2) burros, (3) electricity, (4) mermaids.

SCHOOL WORDS

principal	report	remember	program
taught	library	poem	begin
arithmetic	noise	think	finish

lead

dismissed	recess	crayon	ruler
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- All the words in this unit can be used in writing or speaking about school. Write a sentence telling your parents something about the principal and your school report.
 - Explain why it is better not to have noise in the library. Use **noise** and **library** in your answer. Be careful to put two r's in **library**.
 - Write a statement about a program your class is putting on for the school and the poem you or the class are learning for it.
 - Who taught you arithmetic this past term? Use **arithmetic** and **taught** in your answer.
- Write **begin** and the word from the list which is opposite in meaning.
 - Write the title for a report you might have prepared on a favourite poem. Use **report** in the title, and remember to use capital letters correctly.
 - Indicate for each of the following statements whether you think it is true or not. Write **I think so**, or **I don't think so** in each case.

- (1) The books in our library are carefully chosen.
- (2) I would probably like them all if I had time to read them.
- (3) Books on sports are more interesting than books about animals.

3.
 - a. Write **noise**, **poem**, and **taught**. Underline the middle vowels. In which words are the vowels sounded as one? In which word do you hear two vowel sounds? Draw a line between the two vowels which are sounded separately.
 - b. Write **poem**. Change **m** to **t**. How many syllables has the new word?
 - c. Write **taught**. Look at this word carefully. Which consonants are silent? Circle the two vowels. Are they sounded separately or as one?
 - d. Write this sentence: The principal taught us a poem today. What must you write instead of **taught** if **today** is changed to **tomorrow**? Write the sentence, making the changes.
4.
 - a. Write **lead**. What sound has **ea** when you speak of a **lead pencil**? What sound do you give to **ea** when you ask someone to **lead the parade**?
 - b. Write **think**. Print **THINK** in capital letters. This is a good motto for all girls and boys: **THINK!**
 - c. Write **begin**. Write two more words you have learned which begin with **be**.
5. Find me in the list
 - a. Right now you must use your head, but remove my first two letters and all you need is a pen.
 - b. It takes four different letters to spell me, but I use one of them three times and two of them twice.
 - c. If I were spelled as I sound you could probably use just three letters; but to spell me correctly you must use six.

TIME FOR VACATION

hello	tent	dining	castle
good-bye	frog	laid	toward
village	mouse	hour	both
sincerely			

twice	August (Aug.)	July	stamp
-------	---------------	------	-------

Have you ever wanted to go to faraway places for your vacation? Here is an enchanted village far from home and different from anything you are used to seeing.



1.
 - a. Would you rather spend a night in a tent or in the magic castle? Give the reason for your answer.
 - b. What other buildings would you find in the village?
 - c. Who do you think lives in the castle near the village?
2.
 - a. What word from the list would you use in meeting someone? What word would you use in leaving him?
 - b. Which word in the list is used in talking about two people or things?
 - c. Which word tells the direction in which you are going?
 - d. Which word is **dial** spelled backwards?
 - e. Which word means almost the same as **honestly**?

3. When would you say **hello** or **good-bye**? Write the correct form after the letter:
- being introduced to the talking frog,
 - meeting a friend on the village street,
 - leaving the castle,
 - as your train pulls out of the station.
4. a. Write **castle**. Circle the silent consonant. Which other word have you studied which has an unsounded **t** in the middle? (See Unit 33 if you have forgotten.)
- b. Write two words which have **double l**. How many syllables has each of these words? How would you divide them into syllables?
- c. Which word begins with a silent letter? Underline the vowel combination in this word.
- d. Write the word which has a hyphen. Underline the silent letter at the end.
- e. Write **dining**. Tell why the first **i** is long.
5. a. Write **toward**. Write two more words which end in **ward**.
- b. Write **sincerely**. Write two other complete words which you see in **sincerely**.
- c. Write **mouse**. What is the plural of **mouse**?
- 6.



Write a conversation between the frog and the mouse. Each of them has just returned from his vacation. Where did they go? Are they sorry to be back?

LOOK AGAIN AT SOME COMMON WORDS

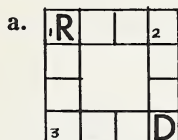


address	begin	easy	excuse
fourth	good-bye	library	lead
loose	quite	seemed	remember
real	shoes	whole	trouble
written	instead	does	guess
enough	hello	laid	its
it's			

1.
 - a. Write the words in which you see the following smaller words: **four**, **dress**, **do**, **seem**, **member**.
 - b. Write the words which begin with **ex** and **in**.
 - c. Which word begins with **gu**? Be careful to write **gu**, not **qu**.
 - d. Which two words may be pronounced in two different ways for two different meanings?
2.
 - a. Use **its** and **it's** in one sentence to show that you know the difference between them.
 - b. Match **easy**, **loose**, **real** correctly with the following words: dress, person, job.
 - c. Write words from the list which rhyme with **goose**, **white**, **bitten**.
 - d. Write the words which you might use at the beginning and the end of a telephone conversation.
 - e. Write words which are opposite in meaning to: **forget**, **finish**, **broken**, **difficult**, **follow**.
 - f. Write the plural of **shoe** and of **library**.

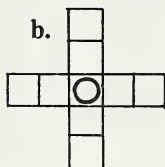
3. a. Which word rhymes with **stuff** although its ending is different?
- b. Which word rhymes with **in bed**, with the second syllable different from the rhyming word?
- c. Write the two words in which **ea** may spell the long \bar{e} sound.
- d. Write the word in which **ea** is pronounced as two syllables.
- e. Write **shoes** and **does**. How is the vowel sound pronounced in each of these words?
- f. Write two other words from the list which have the same vowel sound as **does**. Which vowel combination has this sound in both words?

4. Draw these puzzles and complete them.



Across: (1) not imaginary
(3) a heavy mineral

Down: (1) not imaginary
(2) a heavy mineral



Across: undamaged, complete

Down: footwear

5. Write **It's easy** or **It's not easy**, as you think right for each of the following:

- a. to travel to the moon,
- b. to learn the multiplication tables,
- c. to grow a garden,
- d. to spell well.

6. Answer these questions about yourself. Use the word in bold type in each answer.

- a. How many letters have you **written** this week?
- b. What is your home **address**?
- c. Have you **enough** time every day to study spelling?
- d. Who sits **fourth** from the front in your row of seats?
- e. Do you visit the **library** in your town or city?

7. More things to do

- a. Study again the words in Your Own Spelling List.
- b. Be sure you know when to use **its** or **it's**. Check with Unit 35.
- c. Test yourself on the tables of useful words which you will find on page 107.

8. An old-fashioned spelling bee

Now that you have studied all the words in this book you might like to have a spelling bee.

Divide into two even teams, and choose someone to pronounce the words. It will be handy to use words from the list on pages 105 to 107. Any player that misspells a word is out.

The team with the most players standing at the end of the game is the winner.



REMEMBER

- Be sure to write carefully. Often this helps to avoid spelling mistakes.
- Be sure that you know the list of hard words on pages 105 to 107.
- Learn to spell a word correctly by climbing the Six Steps to Good Spelling on page 5.
- Take pride in spelling correctly in **everything** you write.



Extra Help

1.
 - a. Write in alphabetical order all the words which begin with **l**.
 - b. Write all the words which have double vowels. Notice the difference in pronunciation of **oo** in two of these words.
 - c. Write all the words which have double consonants. Underline the pairs of consonants.
 - d. Write two words which end in **le**.
 - e. Write the words which begin with **gu** and **qu**. Underline **gu** and draw a square around **qu**.
 - f. Write two words in which a **final e** has made the preceding vowel long.
2.
 - a. Write **real**. Make a new word by adding **ly**. Use either **real** or **really** in a sentence.
 - b. Write **library**. Say it to yourself, being careful to pronounce both **r**'s. Underline **br** to help you remember to write the first **r**.
 - c. Write **shoes**. Which letters have an unusual pronunciation? Write **shoes** again and underline these letters.
 - d. Write $\frac{1}{4}$ in words. Remember to use a hyphen. Underline the **u** in **fourth**.
 - e. Write **lead** and the word which rhymes with one meaning of **lead**.
3. Write **It does**, or **It doesn't**, in answer to these questions:
 - a. Does it snow in July?
 - b. Does Christmas come in December?
 - c. Does the wind always blow from the north?
 - d. Does the earth move around the sun?
4.
 - a. Write the correct form: **its** or **it's**.
(1) belonging to it, (2) shortened form of it is.
 - b. Substitute **its** or **it's** for the words in bold type in these sentences:
 - (1) Do you remember whether **it is** handwritten?
 - (2) Can you guess what **the dog's** trouble may be?
 - (3) **It is** easy to go to the library.
 - (4) I can't remember **the cat's** name.

For Good Spellers

1.
 - a. Find and write at least five words illustrating different pronunciations for the vowel combination **ea**.
 - b. Find and write at least five words illustrating a different spelling for the **long ā** sound.
 - c. Write **shoes**. Find and write at least four rhymes which do not end in **oes**; e.g., **whose**.
2.
 - a. List at least four imaginary creatures; e.g., **fairies**.
 - b. Name three kinds of **trouble** which people could have.
 - c. Write at least one antonym for **trouble**.
 - d. List some of the other things which may be found in a library in addition to books.
3. Keeping a record in writing is one way of helping people to remember. What are some other means by which people today can keep a record of what has happened? Example: **photographs**. List three or four or more of these means.
4. A **castle** is one kind of dwelling-place. List as many kinds of homes as you know in which people live or have lived through the ages.
5. You have learned that English words have been borrowed from all over the world. Some of the words in this term's spelling have very interesting backgrounds. Did you know, for example, that the word **tea** came from China with tea itself? **Arithmetic** is from the Latin language. It meant the **art of measurement**, because that is how arithmetic began — through the need to measure things. Use a good dictionary to find out how English obtained **jungle**, **geography**, **sugar**, **trouble**.

THE 308 SPELLING WORDS IN THIS BOOK

• The number beside each word shows the page where it is first listed in this book. The symbol (†) marks words with a second spelling.

able	40	bridge	76	dance	76
above	64	broken	20	date	8
address	10	brush	10	deep	6
age	8	build	14	desert	62
all right	36	bus	24	died	26
already	38	busy	36	dig	50
among	64	butter	68	dime	22
arithmetic	22			dining	14
arrow	12	cabin	10	dirt	82
avenue (Ave.)	14	captain	10	dollar	10
		carried	20	drew	8
band	28	carry	20	drive	14
basement	20	carve	76	dropped	50
bath	70	castle	94	drove	52
bathe	70	cattle	52	dry	62
beach	10	charge	28	earth	52
beat	26	chase	50	easy	42
became	66	cheese	22	elephant	24
become	66	chief	28	else	78
begin	66	circus	64	even	40
being	66	climb	36	evening	40
believe	34	clown	64	everybody	38
beside	66	club	48	except	34
bite	50	coast	26	excuse	78
blew	66	company	20	eye	70
blow	28	contest	78		
body	38	cool	62	famous	90
bone	70	corner	48	feast	34
both	94	cost	22	feel	6
bottle	70	cousin	10	felt	70
bottom	12	covered	24	fence	52
bow	28	creek	6	fifteen	22
bowl	28	crop	52	fifth	90
brave	56			fifty	22
break	36				

fill	42	instead	38	neck	84
finger	78	invite	40	noise	78
finish	92	island	12	noon	20
fix	6	its	78	north	62
flew	66	it's	36	number (no.)	14
flood	62				
flower	52	job	68	oak	82
follow	12	juice	26	ocean	62
forty	22				
fourth	48	knock	78	paint	14
fox	6	known	20	pan	68
free	90			pants	48
fresh	22	lady	20	parade	64
frog	94	laid	26	parents	54
		language	8	passed	8
gate	52	lazy	56	past	34
gather	6	lead	48	pasture	12
giant	64	library	80	pay	42
given	48	lie	80	penny	22
glass	10	life	76	period	28
goal	48	load	26	picnic	6
good-bye	38	lock	14	plan	50
grew	66	loose	68	plenty	12
		loud	56	pocket	10
handkerchiefs	38	low	62	poem	92
hang	34			pole	62
happen	12			pond	12
hardly	78	maple	82	principal	54
health	70	market	22	prize	40
heart	84	master	54	†program	92
heavy	56	matter	70	pupil	28
held	70	maybe	38		
hello	80	middle	34	quick	56
hid	12	mile	62	quite	70
history	24	mind	42		
hockey	48	minute	28	race	6
holiday	34	mountain	62	raise	26
hour	8	mouse	94	rather	6
hungry	56	music	76	reach	26
hurry	12	myself	38	real	42

remember	84	spent	52	trouble	76
report	92	spot	50	true	26
rice	6	squirrel	82	trunk	28
rich	82	stairs	80	tunnel	24
rock	10	station	24	twelve	22
roof	82	step	50		
rug	78	stone	8	useful	24
		stood	8	useless	90
sack	40	stove	76		
sad	56	straight	64	valentine	80
save	50	street (St.)	14	valley	62
season	10	strong	56	vegetable	52
seemed	76	stuck	68	village	94
sell	42	sudden	90	wakened	34
sharp	48	sugar	68	wall	82
shoes	76	sweater	48	watch	10
shopping	50	swim	50	wheat	52
short	56	swing	50	wheel	24
sight	64			whole	68
silk	78	taken	70	whose	76
silver	82	taught	92	wild	56
sincerely	40	tea	68	win	40
size	68	team	24	wing	12
slept	34	tent	94	woke	34
smell	80	thick	56	wolf	12
soft	82	threw	66	wonderful	8
sold	42	throw	66	won't	36
soldier	54	tied	42	wooden	76
someone	38	tore	84	word	6
son	54	toward	80	worm	6
sound	8	track	28	written	8
south	62	trade	52	wrong	90
sparrow	12	trap	50		
speak	26	†traveller	24	years	24
spell	8	tries	20	young	76

THE 94 EXTRA WORDS FOR GOOD SPELLERS

● Good spellers will learn many more than 94 extra words from the spelling exercises and other work, but these are included, in separate colour blocks, on the pages shown. The symbol (†) marks words with second spellings.

act	50	†favourite	54	quarter	22
angry	56	forth	80	queer	8
arrived	14	frozen	20	rear	26
art	12	furniture	14	reason	26
August (Aug.)	94	garage	14	recess	92
bathtub	70	gay	56	row	84
belong	66	geography	62	ruler	92
below	66	gold	82		
belt	70	hate	50	salt	12
block	10	hung	34	shake	6
braids	26	iron	82	shove	50
buried	24	journey	24	shut	70
camel	64	July	94	sign	42
carriage	24	jungle	62	sink	68
carrots	22	lamb	34	sleet	80
cellar	20	lion	64	solid	90
cents	22	luck	48	stamp	94
chimney	34	matches	20	stick	48
chin	6	nickel	22	strange	8
climate	62	ought	14	strawberries	52
cloudy	84	ourselves	38	subject	12
colony	52	palm	82	sunny	40
costume	40	pile	6	taxi	24
crayon	92	pipe	28	thin	6
crumbs	68	point	48	tigers	64
cup	68	polar	62	tiny	90
decoration	34	porch	10	toes	26
dismissed	92	post	28	trick	28
ditches	10	pound	22	twice	94
dug	82	puck	48	vegetation	52
electricity	68	push	10	war	54
empty	90			wise	42

212 MOST COMMONLY MISSPELLED WORDS

● Of all the words in Books 2, 3 and 4 of the Macmillan Spelling Series, these are the ones which many pupils have the most trouble spelling correctly. You should know them all by now. The symbol (†) marks words with second spellings.

about	captain	forty
across	children	fourth
address	Christmas	Friday
afternoon	close	friend
again	clothes	from
all right	†colour	fun
almost	come	
along	could	getting
already	country	goes
always	cousin	good
am		good-bye
among	day	grade
any	dear	guess
April	didn't	
are	different	had
arithmetic	dining	half
asked	does	handkerchiefs
aunt	done	has
	don't	have
	down	hear
because	dropped	heard
been		hello
before	early	her
begin	Easter	here
believe	easy	him
bought	enough	his
boy	every	hope
break	everybody	hour
brother	excuse	house
brought		how
busy	father	
buy	February	I'm
	fine	in
cannot	first	instead
can't	for	isn't

it	our	teacher
its	out	the
it's	outside	their
		them
just	passed	then
	people	there
knew	play	they
know	please	think
	pretty	threw
laid	principal	time
lead		to
letter	quite	today
library		together
like	raise	tomorrow
little	ready	too
loose	real	toward
lots	remember	toys
	right	train
make		tries
many	said	trouble
maybe	Saturday	truly
minute	saw	Tuesday
Miss	says	two
morning	school	
mother	seemed	uncle
much	send	until
my	several	us
	shoes	
name	sincerely	very
never	soldier	
now	some	
	soon	was
o'clock	store	wear
October	straight	weather
off	sugar	Wednesday
often	summer	week
on	Sunday	well
once	sure	were
one		when

where
which
while
white
whole

whose
with
woman
won't
would

write
written
wrote

your

TABLES OF USEFUL WORDS

DAYS OF THE WEEK

Monday	Mon.	Friday	Fri.
Tuesday	Tues.	Saturday	Sat.
Wednesday	Wed.	Sunday	Sun.
Thursday	Thurs.		

MONTHS OF THE YEAR

January	Jan.	July	—
February	Feb.	August	Aug.
March	Mar.	September	Sept.
April	Apr.	October	Oct.
May	—	November	Nov.
June	—	December	Dec.

SECOND SPELLINGS

- If your teacher allows it, you may use this spelling of the words listed below. Also listed is the number of the page on which the word first appears.

color	28
favorite*	54
programme	92
traveler	24

*Extra Word

Date Due

[illegible]

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